

March 1953

NATIONAL PARENT-TEACHER

THE P. T. A. MAGAZINE



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OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS.



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- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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CHILD gazes at a replica of Freedom Bell. The original, a ten-ton bell of bronze made by British foundrymen, hangs in the tower of West Berlin *Rathaus*, or City Hall. There on October 24, 1951, thousands who had assembled for the dedication ceremonies heard the deep tones of the bell as it pealed out over the city for the first time. The giant bell now rings daily. The inscription along the rim, "That this world under God shall have a new birth of freedom," paraphrases the closing lines of Lincoln's address at Gettysburg.



Who Are We?

WE ARE mothers and fathers and teachers, farmers, workers and businessmen, plumbers, fishermen, ranchers, carpenters, flyers, miners, doctors, builders, and lawyers. We are the North, the South, the East, and the West. You'll find our homes in rushing cities, in dusty mining towns, in tree-lined suburbs, in mountain-rimmed pueblo villages, and along the lonely sweeps of green farm country.

We are of every creed, every color, and every nationality. Some of us came to these shores generations ago, and some of us arrived in this land in the recent past—from Estonia, from Mexico, from Greece, from England, and a score of other places across the earth.

We are legion, and we embrace a multitude of differences, the more than seven million of us.

BUT WE ARE the heart of America, and the heart is not misled by differences. For the heart knows caring, and it is our caring for children and youth that draws us all together—from far corners of the land, from big places and small.

And in our common caring we are the dreamers of a new tomorrow, strivers toward a better world for ourselves and for our children.

We are individualists, yes; yet we know that dreams are achieved only by working with others who share our vision.

We who are the trustees of America's children, we who hold tomorrow in our hands, how will you know us?

Is there a struggle for better schools—warm, spacious schools that let in light freely? Is there a struggle for better schools, staffed by the best teachers, men and women who can imbue the human mind and heart with a lasting love of learning? We are in that struggle.

Is there a community striving to make itself worthier of its children, abolishing indifference and inertia, eliminating the sordid and the undesirable, correcting public abuses, and tearing up the old, flinty paths of prejudice and indifference for the ways of the responsible citizen, for warmth and friendliness? We are in that striving.

Are there mothers and fathers seeking to make of themselves competent guides of their children, seeking also to make of their home a place of love and faith, of spiritual security and respect for the rights of others? We share that seeking.

Are there friends of children who want better homes, better schools, and better communities for all children? We are those friends.

THROUGH our deeds you may know us. Action, not mere activity, is the key word that leads us as we carry out the objectives of our Action Program, a program designed and developed by thinkers and planners and doers engaged in the most unselfish enterprise the world knows—the welfare of children and youth.

All of us together—whatever our daily work, our form of worship, our home address, our color or national origin—all indeed who really belong to the human race make up the National Congress of Parents and Teachers.

Lucille P. Leonard

*President, National Congress
of Parents and Teachers*

Danger Signs

This is the seventh article in the 1952-53 study program on the adolescent. It contains suggestions closely related to the Action Program of the National Congress of Parents and Teachers.

Edward H. Stullken

THE NATIONAL PARENT-TEACHER for January 1953 carried an article, "A New Start on an Old Problem," by Martha M. Eliot, M.D., chief of the U.S. Children's Bureau. In it Dr. Eliot pointed out the alarming recent increase in juvenile delinquency. All parents of adolescent boys and girls should be concerned with the facts she presents because so many delinquents are under seventeen years of age. Like everyone else who is shocked by reports of delinquent acts, they might well ask, "Could anything in the behavior of these delinquents have been noted early enough to give us a warning of what was to follow?"

It is reasonable to assume that delinquency doesn't just happen. Usually there are many incidents that will, if properly understood, indicate the steps by which a child arrives at the point of committing a delinquent act. To parents these danger signs are vitally important, if only because it's better to lock the barn door before the horse is stolen than to attempt to recover what has been lost.



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First, however, we should all bear in mind that delinquency is not a distinct or separate problem. It should not be viewed as a disease but rather as the symptom of a disease—a sign of certain underlying conditions that may be rooted in the child's family life, his school adjustment, his community background, or perhaps in his own personality. Delinquency, therefore, is a symptom that may stem from any one or more of many possible causes. And in dealing with delinquency one cannot correct the problem until the fundamental causes are found and corrected.

Another important thing to remember is that children are not born delinquent. They learn delinquent behavior patterns just as they do other forms of behavior. The parent, teacher, or professional worker who looks for conditions that give rise to delinquency finds many that are common to other kinds of poor learning—broken homes, poverty, poor housing, emotional conflicts in family life, retarded growth, poor neighborhood backgrounds,

of

A clash with the law, and a child stands in court before a judge. What led to this encounter? Could those unhappy events have been prevented? Somewhere along the way could an adult, alert to warning clues, have checked the child's plunge toward disaster? These are questions our author explores for the guidance of parents and teachers who want to avoid the tragic waste of the greatest resource we have—our boys and girls.

Delinquency

and so on. But the adult who makes this discovery also finds that though some children learn delinquency under such circumstances others in the same surroundings learn socially acceptable behavior. His next problem, then, is to determine how children can learn good social behavior in the face of adverse circumstances and to devise means by which undesirable behavior can be unlearned.

Finally, we should recognize that delinquent behavior may have many different meanings to different people or groups. To the judge and the policeman a child who steals is a delinquent because stealing is contrary to criminal law. To the psychologist interested in the theory of learning, that same child has learned to steal. The psychiatrist may view stealing as a way of resolving some emotional conflict or tensions that have arisen from the child's inability to cope with life. Again, to the citizen who owned the stolen goods, the young thief is a threat to the safety of property and should be punished. The child's parents may look upon his stealing as the work of the devil or as a mental disorder or an act of rebellion or an attempt to ruin the family reputation or just a bad habit. To his playmates, stealing may be an act in an exciting, dangerous drama—to be judged by whether the thief lives up to their code, shares with them, or refuses to tell on those who have stolen with him. And of course most important of all is what the stealing means to the child himself. Often he will not know.

Some Troubled Teen-agers

Whenever we observe what may be danger signs of delinquency in the behavior of a child or youth, we must consider them in the light of what we have just said. But because these are general statements they

cannot be applied to every case, for much delinquent behavior is unpredictable. There are, however, certain signs that prophesy trouble, particularly when they are intense and often repeated. Take as examples the cases of John, George, Jane, and Henry.

John, a fifteen-year-old boy from a good middle-class American home, was caught with two older companions in a burglary. His parents were at a loss to understand his behavior. He had got along well enough in elementary school but had not adjusted well in high school. He failed two subjects in his first semester, and his teachers reported that he showed no interest in his work. He began to "skip" school, often spending his time in the company of older boys, all of whom were also truants.

John's story illustrates some of the more common danger signals—loss of interest in schoolwork, frequent truancy, and the wrong companions. Such behavior indicates a need for careful study of the child. Parents of boys like John should arrange for conferences with school officials and teachers. They should learn how the child's time is spent when he is truant and what kind of companions he has. If such a case is diagnosed early enough the child's behavior can often be redirected into desirable channels.

On the other hand, when George was arrested for stealing he had no accomplices. A study of his case reveals what frequently happens to a child from a well-to-do home when he is emotionally deprived. George's parents were self-centered and pleasure loving. He had always been cared for by nurses and governesses who, though carefully chosen, came and went, leaving him with no feeling of solidarity or stability, of being loved, or of being secure in his home. Whenever a child lacks this sense of security he is in danger of developing antisocial behavior. Parents like George's may shower their children with gifts, but these are not enough. Since the child cannot steal love and affection he steals material things as a substitute. Sad to say, he may only be imitating the ways of parents who cheat in business or use other illegal or unethical means to gain their ends.

Jane, aged sixteen, was arrested as a sex delinquent. Her well-to-do foster parents were shocked. They need not have

been if they had noted certain danger signals. They had adopted her when she was eight, but she had never seemed to fit into her foster home. Nor did she do well in school. Pure memorizing or drill on familiar subjects she would do, but she couldn't tackle a new piece of work. She was never able to play with the neighbor's children and seemed homesick for the comfortable dirt of her earlier home. She drifted into sexual difficulties because in such relationships she thought she was really wanted by someone.

Henry was taken into court at the age of fifteen for fighting and injuring a playmate on the school playground. For several years he had been rebellious, destructive, defiant, and quarrelsome. He never could get along with youngsters his age, and when punished he became still more difficult to handle. He was jealous of his ten-year-old stepbrother. His stepmother reported that Henry's own mother had left home when the boy was only six years old and that the father had not adequately prepared Henry for his remarriage. Henry's story shows what can happen when there is a breakdown in the family and children slowly develop patterns of rebellion, with attacks of rage.

The stories of these four problem-ridden adolescents tell us much about delinquent tendencies. In many cases delinquency has its roots in the stresses and disturbances of earlier childhood years. Among the symptoms to watch for are inner conflicts, personality deviations, and such influences as poverty, crowded homes, and inadequate or harmful recreation. Probably the immediate cause of most delinquent behavior lies in the emotional life of the child. Usually the delinquent is one who feels unwanted, unloved, discriminated against, unjustly condemned or punished, and unrecognized as a person.

Spotting the Symptoms

Specific individual problems and conditions that may be danger signs include the following:

1. Unsatisfactory progress at school and loss of interest in schoolwork.
2. Inability to get along with others.
3. Continual disobedience with rebellious, destructive, defiant behavior.
4. Temper tantrums, attacks of rage, and other violent reactions.
5. Excessive shyness and complete withdrawal.
6. Emotional immaturity, chronic anxieties, fearfulness.
7. Truancy from school and running away from home.
8. Irrational behavior, delusions, hallucinations.
9. Enuresis (bed wetting).
10. Glandular imbalance.
11. Prolonged depression and discouragement.
12. Poor neighborhood conditions—the presence of vice and crime, the lack of good recreational and other wholesome leisure-time activities.
13. Bad housing, overcrowding.
14. Inadequate school and church facilities.
15. Parents who drink to excess.
16. Broken homes, quarreling and bickering families.

What can the P.T.A. do about such danger signs? It can give them full consideration when building its own program for better homes, better schools, and better communities as suggested by the current Action Program of the National Congress of Parents and Teachers. The recommendations that follow are

specifically related to that broadly conceived plan.

In the first place, the concern of parent-teacher members should be a continuing one. It should not flare up when some particular case has brought the problem to their attention and then flicker out. Children need protection every hour every day of their lives.

In the second place, it is always better to emphasize the positive rather than the negative side of juvenile protection. A parent-teacher association that works to provide good, safe housing for children, ample opportunities for wholesome leisure-time activities, and meaningful educational programs will not have much to do in the way of protecting them from bad housing, vice, and crime.

Third, every P.T.A. should study its local problems. This means finding out whether the physical facilities of the school building are designed to protect children. It means finding out whether the educational program meets the needs of the children and youth who come under its influence. It means looking into the recreational and leisure-time activities of youth in the community. It means consulting local law-enforcement officials about the enforcement of laws framed to protect children and youth. Though these activities may seem commonplace, they are far more enduring in effect than sensational programs to correct evils that should never have existed.

Fourth, the P.T.A. should be concerned with the attitude of the public toward the welfare of boys and girls. There are probably enough laws on the statute books to protect children from the influence of poor housing, bad recreation, liquor, narcotics, vice, and crime, but those laws are only as effective as is the public's interest in their enforcement.

Finally, parents and teachers must be alert to detect danger signs. They must consult with one another. In many cases they must be willing to seek the counsel of psychiatrists, psychologists, social workers, and other experts and to be guided by their advice. Good child guidance clinics in every community and every school system of any size would help materially in preventing delinquency. So would better trained teachers, better trained law-enforcement officials, and better trained community workers.

In this field of juvenile delinquency, prevention pays dividends. For here, too, eternal vigilance is the price of liberty—a vigilant watch over what is happening to our children in home, school, and neighborhood will help solve a problem that has assumed alarming proportions in our country today.

Edward H. Stullken, well-known authority on juvenile problems, is the principal of the Montefiore School in Chicago and chairman of the exceptional child committee of the Illinois Congress. His good friend Jessie Binford, who had originally undertaken to prepare this article, was unable to do so because of illness.

Does the school meet Individual Differences?

The familiar exclamation "My, how you've grown!" is as appropriate to the public school of modern mold as it is to the average sub-teen youngster. Both are growing unevenly in several directions at once, under eyes that often seem more critical than understanding. Their behavior may not always be easy to explain, but they are on their way to responsible adulthood. So let's give them every chance to grow not merely older but straighter and sounder and more confident in their demanding roles.

This is the seventh article in the 1952-53 study program on the school-age child.

ONCE UPON A TIME when the world was younger, people believed that all individuals were alike and that if a child didn't fit into the school you set up for him, there must be something the matter with him. At another time they believed that if children did not fit into the school they might just as well leave, since each step or grade was thought of as preparation for the next, eventually leading to the highest professional and scholarly occupations. Under this selective theory of education the children were expected to fit into the school or get out at an early age.

In the last half century we have gone a long way in our understanding of the child, of his needs and his growth, and of the nature of society and its needs. We now know that all children can grow and profit by attending school and that there are many values to be achieved by the experiences provided there. Our society has a place for an infinite variety of interests and skills.

Out of the research and practical testing of the



©Chicago Public Schools

Willard C. Olson

past has emerged the modern school, which at its best nourishes the growth of all children who come through its doors and gives them experiences rewarding to the individual and productive for society. The shift to teaching children rather than school grades is normally accompanied by some misunderstanding on the part of people who have not been acquainted with the research that has laid the foundation for such a shift.

New Tasks, New Techniques

The modern art of school teaching and modern practices in school administration are attempts to meet the wide-ranging needs of children who are growing at various rates in a society that has many tasks to accomplish.

First let us be very clear about the reality and importance of individual differences in the rate of growth. We see in Figure 1 a group of six children, all of whom were ten years old on their last birthday. That is, they have a *chronological age* (CA) of

ten. Suppose, now, that we measure their growth to see how it compares with the development of a typical ten-year-old with respect to height, weight, strength, eruption of teeth, growth of skeleton, and achievement in school. We combine all these measurements into an average age for each child. We call this the *organismic age* (OA), the central or average age of the organism. We then find that these children are really not all ten-year-olds by any measure other than the calendar. One is eight, one nine, one ten, one eleven, one twelve, and one thirteen. With respect to any one age, such as reading age, they would differ even more widely. Today all these ten-year-old children may be found in the fifth grade. On the other hand, if we were teaching grades rather than children, the child with the eight-year-old growth might have been kept back in the third grade and the nine-year-old in the fourth grade. In uncommon instances the twelve- and thirteen-year-olds might have been moved ahead.

The facts behind this diagram, Figure 1, are the result of thousands of measurements made on hundreds of children for more than twenty years as they have been growing to young manhood and womanhood in Ann Arbor, Michigan. However, similar data could be secured at any time or place.

One traditional way of adjusting school procedures to individual differences was to hold back children who did not "make the grade," labeling them as failures. Even in the very recent past it was common to fail as many as a third of the children in the first grade because they were not able to read by the end of the year. Yet in schools that have adopted the policy of teaching children rather than grades, the percentage of pupils failed or retained at each grade level has diminished greatly and in some places has reached the vanishing point. Teachers and administrators know that individual differences are so great that some children will be just learning to read at the age of eight or nine in the third grade.

Some of the current misunderstanding in education today represents what might be called a cultural conflict between new and old ways of handling a problem that has always been with us. Thus when

we find in the third grade children who still cannot read this does not indicate a defect in modern instruction. Rather it indicates another way of handling the problem of individual differences.

The adjustment is made by providing a great variety of tasks in each grade so that every child can succeed at something and find experiences on which to grow. As we see in Figure 2, a child who has developed to the age of eight can be successful with an eight-year-old's task, just as the child whose OA is thirteen can accomplish a thirteen-year-old's task. To have a grade plan—as do some very tradition-bound schools—that only offers ten-year-old materials for the fifth grade would deprive the child with the thirteen-year-old OA of full opportunity. Furthermore it would defeat the child with the eight-year-old OA so completely as to start habits and attitudes of deception, of avoidance, and of disliking school. The stage is then set for early dropouts.

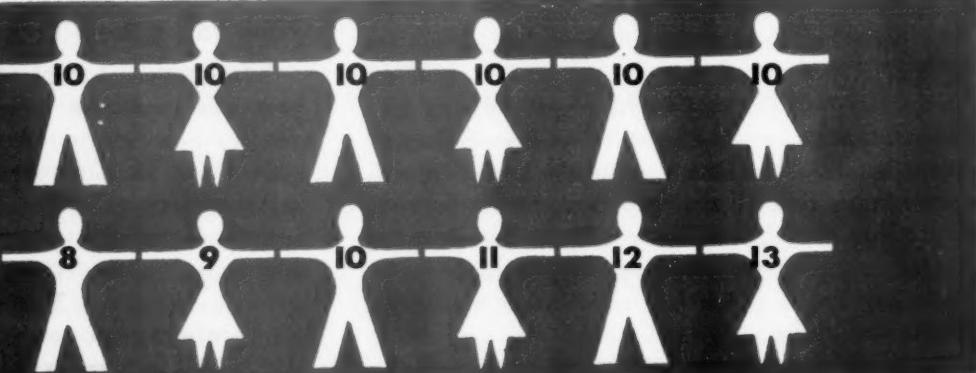
As shown in Figure 2, motivation consists in creating anticipation of a favorable state of affairs by fixing the child's attention on goals that lie within his reach. Without it, effort stops. Modern education is designed to keep all children growing and also to provide for those children who may be described as slow growers or slow starters. A small number of children mature very late. Some do not come into their own until the secondary school years, and still others seem to wait until the college period or even later. The modern school keeps its doors open and the way cleared for such possibilities.

Grades, Goals, and Goals

Along with the adjustments we have just discussed have come still others. Under the older selective theory of education there developed a strong emphasis on the marking system. This emphasis probably had two roots. One stemmed from the school's interest in allowing only the "cream of the crop" to survive; the other from an incomplete knowledge of the psychology of learning in relation to growth—that is, the assumption that marks were powerful incentives in changing the growth process itself. An acceptance of the need for all persons in

Figure 1.
Children at the
chronological age of
10 (CA) vary from
8 to 13 in average
growth, or organismic
age (OA).

OA



a democracy to be well educated took away the first argument. The second collapsed in the face of evidence that achievement is inseparable from the growth process. Incentives are now used for encouraging a child's production rather than in the hope that the growth process can be changed. The undesirable accompaniments of the traditional marking system—frustration, failure, tension, fear, and reactions of avoidance—have brought about a decreasing emphasis on formal marks.

The modern parent notes this shift of emphasis in various practices, such as the holding of conferences as a substitute for mechanical grading, the use of letters describing each pupil's progress, and displays of schoolwork and other evidences of growth. Frequently the child himself sets individual goals toward which he can work with every prospect of success.

We should emphasize that this greater breadth of experience is being gained without sacrificing the so-called fundamental achievements in reading, writing, arithmetic, and spelling. At least there is no statistical evidence of any such sacrifice. Much of the former emphasis on these subjects was sheer waste because too much was attempted too soon. But misinterpretations do arise as plans for a continuous forward movement in the grades carry along some children who might otherwise have been left sitting in the same room year after year.

Adjustments to individual differences are still halting and incomplete in the sense that not all the necessary research has been done. We Americans are not yet ready to make a large investment in the research we need to speed up our knowledge of human relations and human development.

There is, for example, insufficient research on the best way of working with a child who deviates so far from the normal that he does not seem to fit into any of the possible situations offered by the usual classroom. Often these children are cautiously retarded or accelerated with an eye to a comfortable social fit. Those who are growing at a very slow rate or who have been injured in some way are frequently placed in special classes. There is, however, a clear trend toward bringing such children into the regular school class for a part of each day.

Then, too, rapidly growing children and those especially gifted do spectacular things when taught in segregated groups. But we have no sure knowledge or reliable evidence that they do more by being separated than they would if they remained in classrooms governed by a modern dynamic theory of seeking, self-selection, and pacing. The segregation of such pupils has sometimes been recommended by professional persons. My own observation is that this happens where classrooms are still governed by the old idea that "a grade is a grade is a grade."

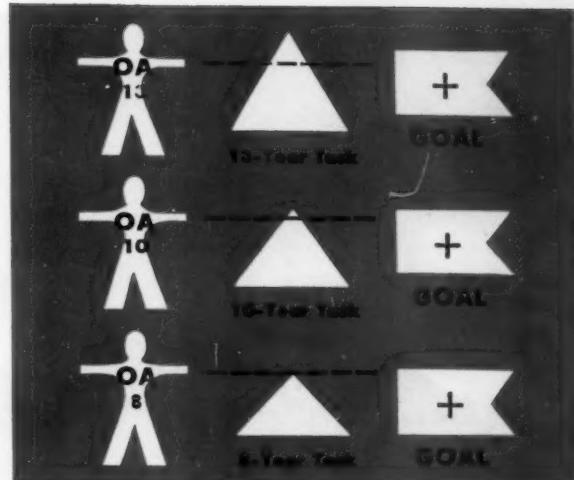


Figure 2. School tasks adjusted to growth status enable all children to progress successfully toward their goals.

Schools Geared to Changing Times

We already have enough research to show us that there is a "wisdom of the body" in each child which can be called into the service of the teacher. The teacher can involve the child in participation, in planning, and in the self-selection of experience. These may sound like vague terms, but they take on rich meaning when they are translated into activities. Exposed to a library of books, children will select from them according to their growth and individual interests. This has been established by experiment. Yet we have done more research on the self-selected feeding of infants and of livestock than we have on the self-selected nurture of children in school.

Perhaps one of the most dramatic ways in which schools are adjusting to differences in children is increasing the kinds of educational opportunities available to each pupil. Children are being prepared for the full life they must lead in our times. Art, music, recreation, civic understanding, healthful living, and social skills are examples of the broader needs met by modern schools. Whenever children, teachers, school boards, and P.T.A.'s take part in cooperative planning, the result has been greater richness, variety, and opportunity.

In short, the school is indeed adjusting in many ways to meet individual differences in children. Various plans are held together by a philosophy of growth that involves desirable social experiences, participation by the young learners, a lush and broadly stimulating environment, and step-by-step progress, starting with the child where he is.

Willard C. Olson is professor of education and director of research in child development at the University of Michigan. For many years he has been identified with the fields of child psychology, behavior problems, and personality growth. He is author of the widely known book *Child Development*.



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In every man's life is a shore by the Baugo. It is the land of his lost boyhood, the home of his childhood that he left many years ago. And nearly every man sometimes receives a summons to journey back to the Baugo, back into yesterday. There, after perhaps decades of wandering, he may hear at last, like this writer, the sure, tugging message that whatever his sojournings this is his home, his only abiding home.

"UNCLE SAM," Mother wrote, "died Monday night. The funeral will probably be held Friday. It will take that long for Cousin Grace and the children to fly home from Puerto Rico." And she concluded, "I suppose you folks will be coming home."

This was not the first such letter we had received from Mother. For the last several years they had been coming all too regularly. Mother is one of eight children, Dad of seven. My uncles and aunts and parents are in their sixties and seventies. Already five uncles had preceded Uncle Sam to their graves in the Olive Cemetery. So had Grandfather and Grandmother Eby, Grandfather and Grandmother Schwalm, and their entire generation.

While I am a generation younger, these grandparents and uncles and aunts are in a sense my generation. It was in their homes that my folks visited, and it was with their children that I grew up. After all, it has been twenty-three years since I left Baugo, and that span encompasses a generation.

Our two eldest children, lacking consistent contacts with either generation, could not be prevailed upon to go to the funeral. So only my wife, Retha, and Danny, our eight-year-old, made plans to drive to Wakarusa that February morning. Danny went because he wanted to spend a day on the farm.

Death comes

Kermit Eby

As long ago as I can remember—and much longer—Ebys, Wengers, Schwalms, and Spohns have lived in northern Indiana. They were among its earliest settlers, and when I was very young I was not only rocked by Grandmothers Schwalm and Eby but by Great-grandmothers Eby and Wenger. Their memories went back to the pioneering days of America when wolves and Indians roamed across our fields.

Great-grandmothers Eby and Wenger lie in the Olive Cemetery, and even before them my great-grandfathers died and were buried there. Before and since, more than a hundred other uncles, aunts, and cousins have joined them in their final resting place on the banks of the Baugo. Thus whenever we return to Dad's, be it for a reunion or for a funeral, we are not unaware that we are visiting two families, the living and the dead, now almost equal in number.

The trip to Dad's that unusually warm February morning was a quiet one. Occasionally as we drove along, vignettes of the past followed each other across our mind's eye. I recalled Uncle Sam's home, his teachings, the times when we had dinner with him and Aunt Mattie and their children or the times when they came to spend Sunday with us. But the pictures of this part of my past were not too clear. Somehow I had forgotten how orderly Aunt Mattie's

no Baugo: A Farewell to Uncle Sam

house was, how primly the cups and saucers were regimented in the cupboard, the steady tick-tock of the family clock, the disciplined furniture, and the lace-curtainless windows.

However, all these and many other memories came back when we entered Dad's and Mother's home and waited for the family to gather. Then the voices of my uncles and aunts and cousins, the places where we sat at the table, the food—the smell of the fried country ham we used to have for dinner—once more focused sharply in my memory.

Dinner over and the visit to the barn out of the way, we agreed that the folks should ride with us the three miles from their farm to Uncle Sam's. As we rode, every foot of the way brought back more memories. We crossed the Baugo, passed the Ehret School and Baugo Church; passed the homes of neighbors and relatives to whom we had extended a helping hand, as they had for us, at threshing time or butchering; and looked out across fields we had so often tramped when hunting rabbits.

The Compassionate Company

We saw other cars bringing families to the home of Uncle Sam or to the Olive Church. (Even a large country church could not seat all the neighbors and friends who wished to say good-by, so people came early.) When we arrived at the home, we parked our car in the formal line and went into the house. We noticed that several of our uncles and aunts and cousins were already there with Aunt Mattie and cousins Merrill and Grace. Quietly we shook hands with the bereaved and then turned with tears in our eyes to look into the face of Uncle Sam.

All was hushed as we took seats among our relatives. Only the ticking of the clock and the intermittent cries of a baby broke the silence. Dad, Mother, Retha, my brother Leonard, and I sat in the entrance between the dining and sitting rooms. From there we could see everyone present. I noticed that faces already lined from years of hard work were now sharpened further by sorrow.

Uncle Sam had been sick for only a few days, and since his grandson, Edward, lived near by there had

been little need for neighbors to come in and help with chores and housework. However, after Uncle Sam's death, in accordance with Brethren-Mennonite rural custom, they "took over" the farm and kitchen. As we waited I watched the neighbor women, most of them wearing their prayer coverings, put away the last of the dinner dishes and begin peeling the potatoes for supper. The little children too were in their charge.

Uncle Sam's pallbearers were his nearest neighbors. Willie L. and the others with whom he had worked were waiting to carry him to his final resting place. To be invited as a pallbearer was a signal honor that designated one as among the loved and trusted; not to be invited was sometimes taken as an insult. Often it took considerable time to determine who should be chosen and who not.

Reverend W., professor of philosophy at Goshen College and also pastor of the Olive Church, and Reverend S., one of the farmer ministers of the Olive Church, presided at both services. Thus two interests were served, farming and education. Many years ago Mother told me that Uncle Sam had not been originally a farmer. He was a schoolteacher—hers, in fact. He quit teaching some twenty-five years ago when consolidation raised the educational standards and he could no longer qualify. Reverend W. was a tribute to Uncle Sam's interest in an educated ministry and in education. So was the Goshen College quartet, which sang at the funeral, a tribute to his love of music; for Mother also told me that years ago Uncle Sam had taught singing school.

Brother W. read the Scripture at the home service, and Brother S. gave the prayer. This brief service was soon ended. Once more we filed out, to follow the hearse to the Olive Church for the final service. When we arrived, cars were parked in every conceivable space. Neighbors and friends had come from miles around to pay their respects to Uncle Sam and his family. As we found our places I noticed that the church was completely filled. But this was not unusual. Among the Mennonites and the Brethren a man and his family are a part of the whole, and when one passes, all feel the loss.

A Promise Kept

When everyone was seated, Brother W. introduced the male quartet. They sang the best loved of some of Uncle Sam's favorite songs. Then the scriptural story describing the anointing of the feet of Jesus was read. Again Brother S. prayed for the family and their friends. There was more music by the quartet. The sermon by Reverend W. followed. It was, I think, an easy one to preach. Uncle Sam, like the women in the Bible story, had paid tribute to the Lord according to the best of his knowledge. Even though he had lived beyond his three-score years and ten, he had not always been strong, said the minister. Soon after his marriage to Aunt Mattie, more than forty years ago, he had had his first heart attack. Sometime during this illness he promised God that if He would spare him, he would serve Him diligently.

This promise Uncle Sam kept. For forty years he served his church as Sunday school teacher and superintendent. For years he was secretary of the tract committee of the district, and his efforts contributed much to the expansion and maintenance of the Olive Cemetery.

And so Uncle Sam lived and worked, went to church, rejoiced at weddings, and wept at funerals. And the time passed by. One of his sons died as a child. His two oldest children settled down on their respective farms, and Levon, the youngest, stayed on the home place. Then seven years ago, when Uncle Sam was seventy, tragedy came. Levon was accidentally killed when cleaning a rifle. He left a wife and two small children, unprovided for according to Mennonite standards.

Again Uncle Sam's heart brought him to death's door, and as always he prayed for strength, pleading for time to provide for his son's widow and children. Again God heard his prayer, and for seven more years Uncle Sam was well and able to work as hard as before. In those seven years he helped farm and with his own hands built a home for his daughter-in-law and grandchildren.

When the last illness came, the minister told us he gladly went to call on Uncle Sam. The minister said: "His mind was clear between his first and final heart attacks, and we talked about God's world—its meaning for our lives and the program of the Church—as we had done so often before. There was no fear of death, no complaining about life. Twice before God had spared him, and now the children were cared for and his work was done."

There was little weeping at the funeral. I doubt if Uncle Sam would have wanted those near him to grieve overmuch. It would have meant a lack of faith in the ultimate reunion—a faith that I felt everyone in the congregation shared. They were farmers. They tilled the soil. They experienced the bursting into new life of the grain of wheat they placed in the

earth. For them the Resurrection was a yearly, actual experience.

Again the quartet sang several songs. Then the neighbors, young and old, passed by the coffin for their last farewell. For almost an hour I watched them. I saw men I had known in their prime, bent and old now; saw the children with whom I had played and worked following them; saw *their* children, young and vigorous, carrying *their* children in their arms. And as I sat thinking that time had passed me by, a gray-haired lady walked down the aisle with her grown children, and I recognized her as one of my pupils in the country school where I had taught when I was eighteen and nineteen.

The Road to Home

Finally, when all the neighbors had filed by, the relatives paid their last respects. Retha and I walked with Dad and Mother. We paused for a few seconds by Uncle Sam, but it was not only Uncle Sam that we said good-by to; it was the whole past, all that we had done and experienced together for so many years, all that only death could briefly bring back to life.

The last farewell said, more than a hundred and fifty neighbors and friends followed Uncle Sam to his resting place. At the burial the proper services were read, the quartet sang again, and the benediction was offered. After the closing we lingered as we always did, greeting our uncles and aunts and cousins, promising to visit them all next summer.

Dad was in a hurry to get home. (He always is, whatever the occasion, when chores have to be done.) However, Mother wanted to walk over to Grandfather Schwalm's grave. So we withdrew from our Mennonite cousins and walked a few hundred feet among the headstones to Grandfather and Grandmother Schwalm's graves. We said little, but for us it was coming home. Mother was never quite at home among the Mennonites. Nor was I, and in his later days neither is Dad. Why, I do not understand. All I know is that it was through Grandfather's sermons and from Mother's reading I first glimpsed the world beyond the Baugo and started down a road that has not yet turned back.

After we had returned to our own home, Retha and I talked of life and death, and we decided that the time had come to buy some lots in the Olive Cemetery. For when my time and hers do come, we want to go back to the banks of the Baugo. We are sure that even though we have sojourned in another world it is there we shall feel at home.

Kermit Eby, professor of the social sciences at the University of Chicago, is also an ordained minister of the Church of the Brethren. He is a leader in many professional organizations and a prolific writer of articles and essays in his own and related fields.



NOTES FROM THE NEWSFRONT

Woodland Classroom.—Under the shade of the big oak trees in the center of Toronto's largest park you'll find High Park Forest School. Don't look for a school building, because the children—more than two hundred of them from six to fourteen years of age, most of them suffering from malnutrition or chronic fatigue—study under the open sky. Classes begin on May 1 and end on October 31, and the school serves three nourishing meals a day. How do the pupils fare under this arrangement? Their gain in pounds is double the normal rate, and in academic tests they outdistance their indoor classmates by almost 20 per cent.

Home Alert.—If your children were to wake up and find their bedroom on fire would they automatically follow the wisest safety practices? Firemen in Evanston, Illinois, are asking questions like this one and cautioning parents that children need fire drills at home as well as at school. The fire fighters advise mothers and fathers to have the family try leaving the house not only by the usual doors but by emergency exits as well. Using the latter may turn up unsuspected problems that could be fatal in a real crisis.

Spur to Learning.—Villages in Java, Indonesia, seem to have hit on an idea that spells sure doom for "letter-blindness" or illiteracy. The remedy? Prospective brides and grooms must pass a literacy test before they may marry.

Where the Littlest Strangers Settle.—The land with the highest birth rate is right here in the Western Hemisphere—Guatemala. In that country infants arrive at a yearly rate of 62.1 for each thousand residents, far outstripping India, where the rate is 25.8. These statistics query the popular notion that India is close to the top in prolific births. Just a notch below India stands the U.S.A. with a rate of 24.9. France's rate is 19.4, Italy's 18.1, and the United Kingdom's 15.9. At the bottom of the world list, according to the most recent UN report, is Mozambique on Africa's east coast with a record of only 8.5.

For Happy, Useful Lives.—The Easter Seal drive to help the physically handicapped will open Thursday, March 5, and continue through Easter Sunday, April 5. The drive, which is sponsored by the National Society for Crippled Children and Adults, helps support treatment and training centers in every state, the District of Columbia, Alaska, Hawaii, and Puerto Rico.

Budget Brightener.—Where's the money coming from? That's the big question these days in many communities where new schools are urgently needed. A short time ago Florida voters gave the nod to a budget proposal that promises to hurry the day when carpenters' hammers can be set swinging on new buildings in that state. Under the plan, which will be in effect for the next thirty years, the Sunshine State will earmark for the construction of new schools all proceeds from the sale of car license plates.

Digging Out of the Housing Shortage.—Homes made of scoopings of soil may soon relieve housing shortages in various parts of the world. Known as rammed- or packed-earth houses, they are being studied seriously in Israel, where the UN Technical Assistance Administration is setting up the first center for teaching and demonstrating how to make this kind of home. In our own country rammed-earth houses have weathered long years of use. In fact, some of those erected during Revolutionary days are still in top shape and still sheltering families.

The Postman Rings Free.—In Belgium, Braille publications for the blind may be mailed postage free to any point in the country or abroad. UNESCO has recommended this postal policy to its member nations.

What, No Strife?—A cat springs open a cage door, and out steps a rat. Though the cat is a confirmed rat-killer the pair do not pounce upon one another to fight unto death. Instead they go to a pane behind which lies their common dish of food and push treadles to lower the window. Finally, side by side and on the friendliest of terms, the rat and the cat eat from the same dish. All this happened in the Tulane University laboratory of psychologist Loh Seng Tsai, who offers two conclusions: First, cooperation between so-called natural enemies proves there is no such thing as an instinct for fighting. Second, to achieve world peace a philosophy based on survival through cooperation may have to replace Darwin's theory on the struggle for existence.

New Badge Bows In.—A new citizenship award for Girl Scouts makes its first appearance on March 12, the forty-first birthday of the founding of the organization. The award grew out of the Aides to Voters program, in which almost two hundred thousand Girl Scouts took part during the national elections last fall.

Fighting Fatigue.—Fagged out? Cut down on the talk. Just the simple act of speech uses a surprising number of muscles. By cultivating the art of silence you can spare those muscles and aid relaxation in this day of high-speed, high-tension living. The advice comes from Edmund Jacobson, a specialist in the study of relaxation.

From Dream to Reality: First Step

Construction work on the new headquarters building of the National Congress of Parents and Teachers has begun! On January 21, 1953, ground was broken on the lot at Huron and Rush streets, Chicago. Mrs. J. W. Heylmuin, co-chairman of the headquarters committee, turned up the first spadeful of dirt as steam shovels and pile drivers moved in.



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Constantly on all sides today we hear troubled comments about the uncertain future and the effects of this uncertainty upon our children. Are bad effects inevitable? Or can they be prevented? What is the true measure of the security we can obtain, and how can we give our youngsters the confidence they need?

Prepared for a

Gladys L. Potter

MOST OF US believe that there has never been an era when the future was more unpredictable than it is today. The tension and strain that always accompany uncertainty are seen and felt in many ways by all of us. "Will there be another war?" "Will my husband or son be drafted?" "Is the danger of bombing real one?" "Will a depression follow this period of inflation?" "How can I clothe and feed my family adequately with the ever-mounting cost of living?" "Is it fair to our children for both their parents to work away from home?"

No one can answer these questions with certainty. If he could, he would be a seer whose services would be greatly in demand in every country of the world. The future is uncertain; it has always been so. Perhaps in other times—what seem to us to have been less turbulent times—the unknown quantities in the years ahead may have been less frightening than they are in 1953. But after all, that is conjecture. It may be that our times have only substituted one kind of uncertainty for another.

If this is so, is not the question of preparing our children to meet the future simply that of teaching them to accept life? Life itself is uncertainty; life is change. Granted that changes do take place more rapidly now than in the past, the challenge to us and our children is increased but not altered. It remains what it always was and always will be—a challenge to meet life and change unafraid. And if the highest potentialities of our children are developed here and now, they will be equipped as well as they can be for the future, whatever it may hold.

Millions of children today have never lived in a peaceful world. It is possible that they and millions more will never know anything but a globe in "chronic crisis." But do they need to grow up with the feeling that the world they live in is not safe, that it is full of enemies, bad men, men lying in wait to drop atomic bombs on them? They need not. The fact that many of them do is a sad commentary on how poorly we adults have done the job of learning to live together, so poorly that we now have to teach our boys and girls to protect themselves against

UNCERTAIN FUTURE

atomic blasts! But actually children born into a world at war—hot or cold war—would take tension in their stride and adjust themselves to it were it not for the fear we communicate to them. Children follow the lead of their parents, assume their parents' attitudes, repeat their parents' reactions. And apprehension is as contagious as the mumps, particularly to young and unformed minds.

Our first problem, then, is to rid ourselves of unnecessary fear. How else can we expect to reassure our children? Experience in war-torn countries has shown that when a child feels secure with his parents, he can withstand all manner of terrific hardships without emotional detriment. Thus if we talk constantly of anticipated dangers, if we show ourselves to be anxious and depressed, our children are not likely to be well adjusted.

A Needless Burden

Of course the tensions of our times are crucial and real and cannot be overlooked, but they need not be allowed to take command. Our greatest burden, which we unconsciously lay every day on the shoulders of our boys and girls, is unnecessary fear. And any fear beyond ordinary, common-sense caution is unnecessary.

We shall have to cope with the fear of war until war is abolished, but we cannot abolish it with fear and worry. Fear is the friend, not the enemy, of war. But at the same time that we are striving to conquer it, we must strive to teach our children early, consistently, and continuously that most of the people of all nations are at heart well disposed toward others and that wars begin in the minds of a few men whose greed for power has blinded them to reason and decency. If we want our children prepared for an uncertain future we shall have to instill in them a faith both in themselves and in their fellow men. With such a faith they will be better able to recognize that the problems confronting us and them, the problems that create suspicion and hostility among men and nations, are not beyond solution.

There are other terrors we unwittingly impose on

our children—fears connected with illness, death, and divorce, all of which upset the pattern of their lives. If we fail them at the time of these catastrophes, to whom can they look for help and comfort?

Experts tell us that a child's emotional security depends more on his parents' support in his early years than on his own capacity to meet difficult situations. Every day brings many frustrations, many problems. Children who are encouraged to be independent (but not too independent for their years), who are praised when they do well, can meet these ordinary problems and overcome them. Every success, however small, gives them security, self-confidence, and greater independence. Then when more critical problems arise, children so guided will calmly take them in their stride.

Of course if a young child finds himself in a situation that he cannot cope with because he is weak, too little, or too dependent, he will be overwhelmed. At such times he needs the support of a parent, usually his mother. If she is calm, her mere presence may lessen his fear. But if too many overwhelming experiences press in without this protection, fear will take hold of the child. Remember, an adult can call on past experience to control his anxieties, while the child has no past experience to help him. The natural and inevitable result is that his fear is often out of all proportion to the danger he faces.

Anything that builds a child's self-esteem will help prevent the growth of excessive fear. Curb a child's self-esteem, and we open the door to insecurity, to fear and anxiety. These may first spring out of some real danger, but after that peril has passed they may continue to live on as internal fears transferred to something other than the original menace.

The Bulwarks of Security

The chronically anxious, worried person frets constantly over dangers that do not even exist. This person probably lived in continued anxiety as a child, a state that led to instability, insecurity, and an inability to face the issues he met as he grew up. But all this, or most of it, can be avoided if parents them-

selves have achieved true maturity and are able to stand by the child not only in time of crisis but at all times.

The emotional climate of the home determines how a youngster feels toward his parents, how he thinks they feel toward him, how surely he knows he can rely on them, how confident he is of his own abilities. We must never forget that emotional warmth is as important as physical warmth, that love and affection are as vital as food. These are the primary ingredients children need in order to develop confidence and self-reliance as they face the future.

Obviously children differ in how deeply they react to experience. We have all seen children who let discipline roll off them like water off the proverbial duck's back—and other children who tossed through a sleepless night because of the same discipline. We have seen treatment that would be over protection for one child turn out to be underprotection for another. No child, however, is so insensitive that he never needs reassurance. All children need it at times, especially in the early years.

Every child starts life in this world with a pat on the back, and these pats should not be discontinued as he grows. He will need them if he is to use all the capacities with which he is endowed. Seldom do any of us learn to do this, but the further a child stretches toward the ceiling of his potentialities during the years of his growth, the stronger he will be and the better able to meet life's demands with the best and highest of his powers.

Recipe for Reason

Freedom from fear is one of the goals for which democracy stands. It is our duty to assure freedom from fear to the coming generation. True—though this sounds contradictory—a certain amount of fear is desirable and necessary for protection against real dangers. Every child should learn to avoid the imminent hazards that are part and parcel of his environment, be it the city or the country. Fear of these is warranted, rational, and essential. The fears from which we should free ourselves are those that are unwarranted, stifling, and unreasonable.

Yet any fear, like pain, is a signal of danger. The danger may really exist in our environment, or it may be felt to exist within us. These signals are protective warnings that should not be disregarded. Rather we can use them to help children learn to deal with dangers and differentiate between those that are real and those that are mere illusions.

In a very real sense children are pioneers—until we have communicated our fears to them. They are not naturally fearful; they are naturally daring and must be taught caution and common sense. But the pioneer spirit itself, the willingness to explore at risk of discomfort and inconvenience, should never be quenched by the ice-cold water of fear.

It is heartening to remind ourselves that children do not crave easy living, as many parents like to assume. They like situations that present problems—problems they can solve. We all know that in school boys and girls learn mostly by solving problems of one kind or another. And in every department of life, in school and out, the attitude of the child who has learned the problem-solving procedure is the child who will seldom be daunted by sudden changes, new situations, new demands. Through this attitude come the self-confidence, stability, and independence that are constructive forces to be used in the uncertain future. And who can deny that our children will need to develop fully all their mental and emotional powers if they are to use those forces to good effect in the world that faces them?

Confidence in our power to control our own destinies is rare today, even among adults. And yet that is what our children must have if they are to meet the future unafraid. As we help them to gain that confidence by learning to use fully their mental and emotional powers, let us not forget the importance of self-knowledge. For this they—and we—should have more privacy, contemplation, and time for thought than most of us allow ourselves. Many a valuable lesson makes its impact felt without the utterance of a word in times of solitary thought. Adolescents particularly can learn, in such silent sessions, to interpret their own emotions and adjust their sense of values to reality. In some wondrous way, quiet contemplation seems to give us access to all the experience of our human kind, some residue of which lies within every one of us, just waiting to be used.

The only true security is security *within the framework* of uncertainty and change. For uncertainty and change are inevitable. Faith, freedom from needless fear, confidence, self-knowledge—of these is our strength composed. With these shall our children and youth be prepared to greet each day with zest, welcoming wholeheartedly whatever it may bring. And perhaps we, their parents, would do well to bear in mind this wise counsel of a very wise man, John Dewey:

We always live at the time we live and not at some other time, and only by extracting at each present time the full meaning of each present experience are we prepared for doing the same thing in the future. This is the only preparation which in the long run amounts to anything.*

Gladys L. Potter is deputy superintendent of the public school system of Long Beach, California. She wrote the foreword to the highly significant book, *Growing Up in an Anxious Age*, the 1952 yearbook of the Association for Supervision and Curriculum Development.

*Joseph Ratner, *Intelligence in the Modern World: John Dewey's Philosophy* (New York: Modern Library, 1939), p. 673.

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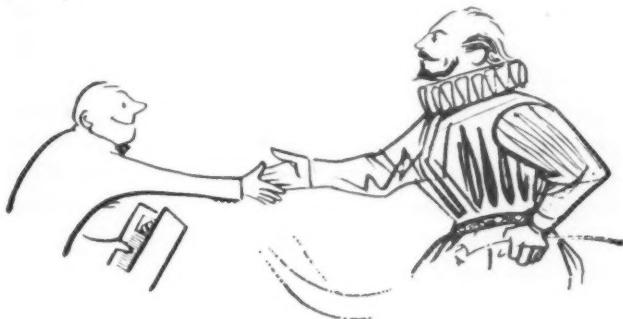
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WHAT'S HAPPENING IN Education?



- Our P.T.A. wants to introduce library service into our community. We live in a country district that has never had a library—not near us, anyway. Once before there was a movement to get a library started, but it failed. Now we have enthusiasm again, and some willing spirits, and I have been asked to secure information.— MRS. D. P. B.

You have checked, no doubt, with two sources ready to aid you—your state library commission and the reading and library service chairman of your state congress of parents and teachers. Next write for *How To Start a Public Library*, available for fifty cents from the American Library Association, 50 East Huron Street, Chicago 11, Illinois. If this pamphlet is too "cityified" in its scope to be applicable to your particular problem, get a copy of *The Wonderful World of Books*, edited by Alfred Stefferud (thirty-five cents from the New American Library of World Literature, 501 Madison Avenue, New York 23, New York). Then look up in this newly published, pocket-size book a short account by Winona Wheelock Sparks, a farm wife and mother of three children. In "We Need a Library!" Mrs. Sparks gives a play-by-play story of how Wessington, South Dakota, with a population of 523, established its library.



Five women began it in a small, donated glassed-in office in a local hardware store, Mrs. Sparks relates. They sold family library cards for a dollar each. They borrowed books from the state library. They got publicity in the weekly paper. Then their little library literally collapsed when its shelves—made of boards and bricks—fell down. Fortunately

the damage was only physical. The Wessington library now has its own building on the main street and serves an eager clientele from its collection of three thousand volumes.



Illustrations by Robert Osborn for *The Wonderful World of Books*

You will find much more of interest and value in this bargain-rate grand tour of the world of books. Be sure to read the chapter by Ruth Gagliardo. She heads the Reading and Library Service Committee of the National Congress of Parents and Teachers and promotes reading vigorously throughout the country. Her topic is "Parents, Teachers, and Librarians."

My friend Dick Crohn at New American Library told me how *The Wonderful World of Books* came to be published—although "grew" is perhaps the better term. In 1951 the U.S. Department of Agriculture called a conference on rural reading. The Department wondered why farmers who can afford books do not develop the book-reading habit. To this conference came more than a hundred farmers, farm agents, publishers, librarians, and so on. One of their recommendations called for publication of this particular book, in which some seventy "missionaries" write about the wonderful world of books and how to bring it to the doorsteps of more American citizens. Some thirty million such doorsteps—twenty-six million of them in rural areas—do not now have access to public library service.

Only the last half of *The Wonderful World of Books*

Books contains the how-to-do-it counsel. In the first half, famous writers and editors speak briefly and entertainingly to all booklovers about books. Well-known contributors include publisher and humorist Bennett Cerf, who writes on "It's Fun To Read"; Marchette Chute (*Shakespeare of London*), who talks about biographies; and Gilbert Highet (*The Art of Teaching*), who tells of "The Historian's Job."

'Way over in the back you'll find two sections you will dog-ear (is there such a verb?): "Ideas for Programs" and "Things To Do." And all through this crammed Baedeker for bibliophiles you will find bits you will want to underline. One page I turned down has this last paragraph with which Louis Redmond concluded a sketch of Noah Webster, used by a life insurance company:

"Americans have always done their best for their children. We do it with books and schools, with sunshine and bicycles. And we do it by planning for their future. These are parts of the American harvest our children grow on."

Very early you come on the Emily Dickinson poem "A Book" that philosopher T. V. Smith uses as a climax for his chapter on "Our Reading Heritage."

*He ate and drank the precious words,
His spirit grew robust;
He knew no more that he was poor,
Nor that his frame was dust.*

*He danced along the dingy days,
And this bequest of wings
Was but a book. What liberty
A loosened spirit brings!*

• *What can you do when a teacher picks on your child? At first I thought my Jimmy was at fault when he came home and cried and said "I guess Miss R. doesn't like me!" Now I'm convinced she doesn't treat Jimmy right.—Mrs. M. H.*

• *I know that it's all the rage for teachers to be extra kind to parents. They're taxpayers, and so on, and so on. But what do you do when an influential parent tries to pressure you into giving his 85-IQ son a better grade than he has earned? Do you put your principles in your pocket and be nice to parents at any cost?—A. J. C.*

Here are two questions to which one answer can be given. They prompted me to dig into my files for a pamphlet issued last year called *Parents and Teachers as Partners*. That it hasn't received deserved attention is due to the modesty of the author, who happens also to be editor of this magazine. So, editor, with your permission. . . .

Don't expect any mealy-mouthed, birds-in-their-little-nests-agree palaver in this pamphlet. Before she wrote it Mrs. Grant sent out a questionnaire to thousands of parents and teachers asking how they got along together. More than five thousand responded. Some of the things they have to say, as

quoted in *Parents and Teachers as Partners*, make the questions sound like mere wrist slaps.

"Our children and teachers in general look down on us," says one parent.

And this from a teacher:

"I suppose what I resent most is being scrutinized by parents and being made to feel that I must do their bidding—talk the way they think I should talk, dress the way they do, and so on."

Another parent complains: "One teacher has been in our system many years yet never calls a child by his name, only 'Hey, you in the red sweater' or 'You in the blue shirt.'"

May I hasten to add that these are the exceptions. Both parents and teachers come up with ample testimony as to the practical effectiveness of their working together.

Among the questions asked of parents was this:

"What five qualities would you say are most important in a good teacher?"

Here are the most frequent answers in order of popularity:

1. Patience
2. Humor
3. Genuine understanding and love of children
4. Fairness
5. Kindness
6. Teaching skill, knowledge, and training

Teachers too were given an opportunity to tell the qualities they put foremost in parents. The top five were these:

1. Fairness
2. Firmness
3. Patience
4. Cheerfulness
5. Ability to cooperate

Note that two characteristics, fairness and patience, appear in both lists. Note also that in the minds of parents technical competency on the part of teachers comes well down the list, the last of five.

From this springboard Mrs. Grant launches into reports of practical projects in parent-teacher cooperation going on in various parts of the country. No fine-spun theories here. No preaching. In forty-eight pages she identifies the chief causes of tension between the home and the school and tells of successful ways to ease it. Mrs. Grant says in conclusion:

"We have been concerned with some of the barriers that stand between thoughtful parents and teachers. We have tried to make those barriers clearly visible and to suggest some of the best ways of tearing them down. When they are gone, many smaller stumbling blocks will vanish with them."

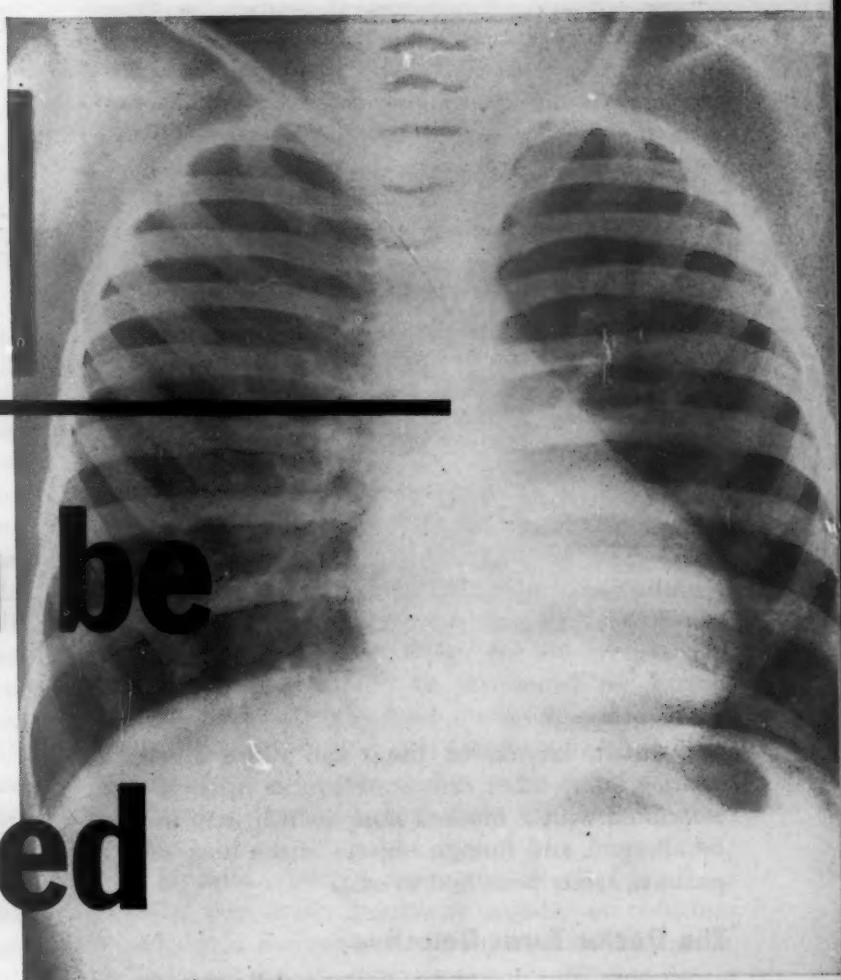
Parents and Teachers as Partners by Eva H. Grant is one of the Better Living Booklets available for forty cents from Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.

WILLIAM D. BOUTWELL

Asthma

can be

Prevented



Albert H. Unger, M.D.

Leon Unger, M.D.

In the advance toward new health frontiers, science has made some telling conquests over asthma. Here two doctors bring parents sensible, authoritative advice on the treatment and prevention of this wheezing ailment that so frequently seeks out children.

"DON'T WORRY about Dicky's asthma. He'll outgrow it." Worried parents have heard those words from doctors as well as friends for many years. But some children never outgrow asthma. Instead they grow into it; they develop chronic asthma, with its accompanying chest deformities and constant shortness of breath.

Why, then, has this advice been so general? One answer is that only recently has the frequent occurrence of true bronchial asthma in children been recognized. We now know that even infants may have asthma and that it is common among children under three. Our own figures show that half of 366 asthmatic children developed symptoms before their third birthday—a seventh of these during their first year.

True, a few children will outgrow asthma at puberty, but can you be sure your child will? Mild

asthma may persist into adulthood unchanged, or it may become gradually more severe. Some of these children will develop chronic—that is, constant—asthma as adults, some of them even before puberty. It is primarily because of this danger that every asthmatic child should have prompt and thorough allergic treatment.

Before going further, let us define the term *bronchial asthma*. Bronchial asthma is an allergic disease characterized by wheezing, shortness of breath, coughing, tightness of the chest, and a desire to sit up to breathe more easily. It is associated with cold-like symptoms (indeed, it is often brought on by a true cold) and with partial blocking of the lower air passages.

Remember, however, that "all that wheezes is not asthma." Blockage to the passage of air anywhere in



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the throat, larynx, or lungs can cause a wheeze. Among many other causes are mucus in the throat, associated with a blocked nose (which may in itself be allergic), and foreign objects in the lung such as peanuts, safety pins, and so on.

The Doctor Turns Detective

Suppose your doctor has diagnosed Dicky's attacks as true bronchial asthma. His next step is a thorough investigation to find what causes it in this particular child. This means he must make a detailed inventory of any specific conditions that might bring on each attack—certain foods, for example, or emotional upsets, visits to a farm, exposure to animals—as well as general living conditions within the home. (Parents sometimes blame unusual factors for a child's repeated attacks when actually the guilty substance is something he breathes in or eats daily.)

Then he gives Dicky various skin tests to determine other possible causes and to help confirm certain suspected features. These tests are done primarily by the scratch method, which is completely safe and almost painless; they can be performed on almost all children over the age of one. If these scratch tests do not yield positive results, they can be followed by a few needle tests, which are stronger and give larger reactions.

Once the doctor has discovered what substance or substances (called *allergens*) are responsible for Dicky's asthma, the treatment begins. The most important thing, of course, is to eliminate as far as possible the causes of the attacks. The doctor will also give Dicky injections to increase his resistance to allergens he cannot avoid. We used this treatment on a group of 281 children with paroxysmal asthma

(that is, they were free from symptoms between attacks). Eighty-one per cent of them were either completely relieved or markedly improved, and only 4 per cent were not improved. Asthma is a hard disease to "cure," because it may recur many years later upon an overwhelming exposure to some allergen or with the development of new allergies.

Treating a Chronic Case

Chronic asthmatics too can be helped by thorough treatment. Let me tell you about one girl. We'll call her Sarah. She came to us almost five years ago at the age of nine. When she walked into the office she had that peculiar asthmatic look which accompanies prolonged shortness of breath. She was thin—she weighed only seventy-one pounds—but her chest was ballooned out, with a mild pigeon-breast deformity. She was wheezing moderately, and when we looked at her through the fluoroscope, her diaphragm moved very little because the asthma had caused her lungs to balloon out and push the diaphragm down. She had missed school frequently and was rarely able to take any exercise more strenuous than walking.

Sarah's skin tests showed that she was allergic to ragweed and other pollens, house dust, the hairs of several animals, molds, and some less important inhalants. We told her parents how to prepare a non-allergic home, and we started Sarah on a series of injections that combined all the allergens she inhaled. She was told to avoid temporarily the few foods to which she reacted. (She can now eat everything regularly.)

For six months Sarah continued to have a great deal of asthma, primarily because she came to us too late in the season to build up a tolerance to ragweed and molds. After that she lost her asthma and started to live more normally. We had of course helped to relieve her asthma attacks with various medicines.

She began to eat and found that she was able to exercise more. Now when she had a cold she didn't develop asthma afterward. In a year she gained fifteen pounds. The fluoroscope showed us that her diaphragm was moving normally. Her chest was free from wheezes.

Sarah went along with no further asthma until mid-September, when it returned for six weeks. We retested her and found that molds were now the most important cause. So we stressed treatment with molds, and as a result Sarah recently went more than eighteen months without a single wheeze! She is now fourteen, weighs 118 pounds, looks and acts perfectly healthy, and indulges in all the activities of her group.

This brings up one of the most important rules for parents to remember: An asthmatic child should live as nearly normal a life as possible. He should try all physical activities, using only these common-sense safeguards:

1. Avoid unusual exertion when short of breath or wheezing.
2. Stop exercising when tired or short of breath.
3. Avoid activities known to cause asthma attacks (but try them again periodically).
4. Avoid becoming chilled and running the risk of catching cold.

Allergic infants are primarily sensitive to foods, but finding out which ones depends upon clinical proof as well as skin tests. Skin tests for foods are helpful but are not as reliable as those for substances that are breathed in. Positive tests must always be confirmed clinically before the foods are eliminated from the diet. Often the parents become excellent detectives and can help the doctor immensely—unless they are worry birds and take too many foods out of the child's diet.

Building Up Defenses

This is all very well, you say, if a youngster already has bronchial asthma. But mine doesn't—yet. How can I keep him from getting it? This is certainly an important question in all families where a history of allergy exists, since these children are more likely than others to develop asthma or other allergic conditions. Here, then, are some rules that, if followed, should minimize a child's chances of falling into the family pattern.

1. Avoid pets in the home, especially dogs and cats. It is much easier never to have one than to give it up later. There is at present no evidence that short-haired animals cause less allergy than long-haired breeds. But goldfish, snakes, and turtles cause no allergies, and birds cause few.

2. Minimize house dust. The children's bedrooms should have linoleum on the floor (wash rugs may also be used), plastic draperies or none at all, no upholstered furniture. Rubber pillows and mattresses are best, but others may be covered with plastic or rubberized material closed with zippers. Don't use filled quilts or comforters. Don't sweep or dry-dust the bedroom, and avoid tobacco smoke, flowers, plants, and insecticides.

In other rooms observe similar precautions with regard to dusting and sweeping. A good tank-type vacuum cleaner, with attachments, is essential. Carpeting should be kept to a minimum compatible with taste, and rubber pads should be used throughout. When you buy new upholstered furniture, consider rubber or plastic. Keep the heating system clean, especially the filters. If possible, avoid heating with coal.

3. Avoid other powerful allergens such as kapok

(stuffing for cheap furniture and especially souvenir pillows and bolsters), feathers, rabbit hair (used in stuffed animals), and flaxseed (paint odors). If your home is being redecorated, move the children out for a few days. Many problems can be solved by treating stuffed animals, as well as carpeting and furniture, with preparations that coat the outside so that the dust which forms inside cannot escape.

4. Dry basements lessen the growth of molds, an increasingly important allergen. Use a dehumidifier or chemicals such as calcium chloride.

5. Use nonallergic talcum and face powder to lessen the child's exposure to orris root.

6. Avoid people who have colds, as asthma is liable to follow a cold.

7. When it is time to increase the variety of your baby's diet, add one new food at a time (not mixtures) at weekly intervals. If symptoms develop, the offending food can then be spotted immediately. Avoid raw egg and be cautious even with cooked egg.

8. Before children of allergic parents go to a summer camp, they should be skin-tested for various pollens. Many allergies have started at camps. If any of the tests are positive, don't send the child to camp during the pollen season. For example, if the ragweed test is positive, keep him at home in mid-August.

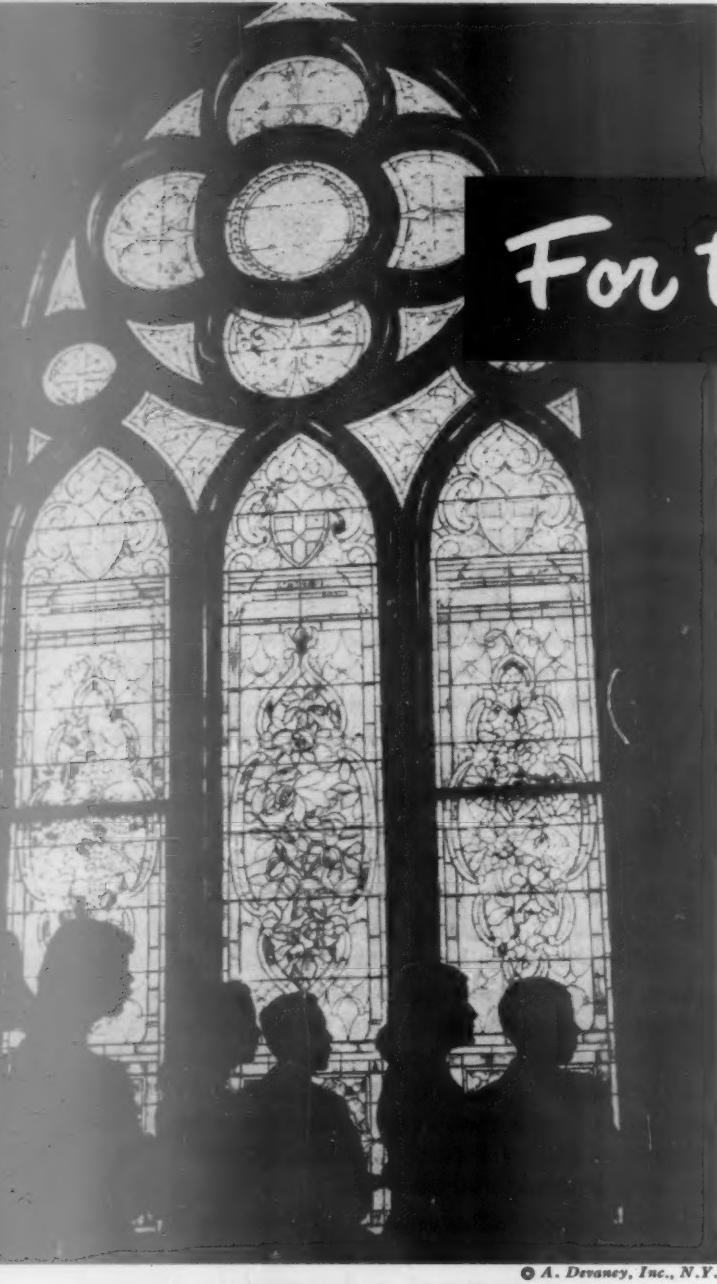
9. If mild allergic symptoms develop, such as eczema, hay fever, persistent sniffles, or recurrent bronchitis, a thorough allergy survey should be made, including skin tests. Five of every six children in our group had other allergic diseases before they had asthma or along with it. Most of them had either eczema, hay fever, or so-called year-round hay fever.

10. Members of allergic families should avoid occupations in which dust is likely to be a feature, such as those of furrier, farmer, baker, upholsterer, miner, grain millworker, and so on.

If these simple rules are carefully observed, asthma can be prevented in many children, delayed in most, and promptly diagnosed and treated in all. And there's no excuse for allowing a child to develop severe or chronic asthma when you and your doctor can prevent it!

Dr. Leon Unger is associate professor in the Northwestern University Medical School, attending physician at two Chicago hospitals, and author of the book Bronchial Asthma. Dr. Albert H. Unger is clinical assistant in the department of medicine at Northwestern University Medical School and attending physician at Columbus Hospital, Chicago.

ON THE LAST ten pages of this issue you will find a condensation of a new book, *The Many Lives of Modern Woman*. After you read it, won't you please write us? Tell us not only what you think about the book but whether or not you would enjoy, from time to time, reading condensations of other books of unusual interest to parents and teachers.



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We've all known them—the people whom nothing seems to down. Antaeus-like, they even gather strength from the occasional encounter in which they are beaten to earth yet suffer no defeat. The secret? Here are clues.

For the mind's health

IN HIS GREAT BOOK of affirmation, *The People, Yes*, Carl Sandburg gives many different slants on our human behavior—on the grandeur of that behavior and the absurdity of it, too. At the end, when he has told all his stories and recorded all his contradictory impressions, he states with confidence, "The people will live on." He knows they will not always live wisely or well. Yet there is something of bedrock strength in them, he feels, that can be relied upon, and he sums it up by saying,

*The people so peculiar in renewal and comeback,
You can't laugh off their capacity to take it.*

Most of us would recognize at once the quality he is talking about. It would be hard to grow up among people without being humbled and amazed, many times over, at the way in which those who are almost too tired to go on do go on, at the way in which those whose hopes have been broken dig deep into themselves and find some new material of the spirit out of which to build new hopes.

I am not speaking here of the landmark heroisms of human history but of the small unsung heroisms that add up somehow to keep life going. I think, for example, of mothers who rise at night to care for sick children when their own exhausted bodies cry for rest. I think of farmers I have known—my own parents among them—who have seen a whole year's crop wiped out by an unseasonable storm and who have yet found within themselves a sufficient reserve of courage to enable them to say, "Next year . . ." and take up once more the hard labor of seeding and tending. I think of men and women I knew during the dark years of the depression who fruitlessly looked for work, any kind of work, day after day and who each morning summoned up enough energy to go on looking. I think of people who have lost the loved ones on whom their lives have been focused and who have yet found a reason to carry on all their daily chores and obligations at a high, steady level of performance.

"The people so peculiar in renewal and comeback." The fact that our species has survived, has won victory after victory of hand and head and

Emotional Resilience

heart over the precariousness of life, is in itself a testimony to "their capacity to take it."

This is the broad story of our living—and living on. It is a story in which every average one of us has some stake of contribution and pride.

The broad story, however, is by no means the detailed one, and when we begin to look at the details of human behavior, rather than at the long survival story of our species, we see much that is dismal and unglorious. "The people will live on," but many lose the zest of life, the purpose of life, the high good will of life long before their bodies surrender to death. Some, indeed—a small percentage but a not insignificant number—give their bodies to death, commit suicide. Far more of them go through their days and years in a kind of living death. They move among their human fellows in suspicion, fear, and hostility; or they live as virtual robots, avoiding every challenge of the new; or they retreat into self-pity and a querulous dependence upon others; or they develop one form or another of what we call psychosomatic illness—bodily illness brought on by emotional ill-being.

In short, we human beings, *when we are in good mental and emotional health*, have an incredible capacity for "renewal and comeback." But many among us are not in good mental and emotional health. In lesser or greater degree they are what we term disturbed personalities, and one invariable mark of their being emotionally unwell is a lack of resilience.

No one of us, of course, is always at his top-level best as far as such resilience is concerned. Fatigue, illness, loneliness, disappointment, failure, fear, prolonged uncertainty, embarrassment at our own mistakes—each of these takes a toll of the energy at our command. Each effects some disturbance of our relationship with our environment. Each, therefore, causes some temporary reduction of what we might call our emotional "stretch" or elasticity, our ability to "snap out of it." But in the healthy life such reduction is temporary. In the unhealthy life it is chronic—and that makes all the difference.

Since, as we have seen in earlier articles of this series, a person's inward health reflects his power to

"outward" himself in sound and realistic ways, we return here to a now familiar question: What characteristics enable an individual to divert enough attention from himself to establish good relations—productive, affectionate relations—with his world?

The Rationale of Resilience

Here, however, we look at this question from the special angle of emotional resilience. What qualities enable a person to take the knocks of life without being exaggeratedly knocked out by them? These are the qualities that in time of trouble make him turn inward, not in anxious self-pity but to tap his own accumulated reserves of strength and insight, and then turn outward again, not in hostility but with a renewed hope and a renewed intention to get onto the hang of things and make a go of them.

The first quality to notice has to do with the individual's appraisal of himself. It is a kind of bedrock self-confidence that has nothing to do with the arrogance of the show-off or the conceited egotist. As nearly as we can analyze it, this sort of healthy self-confidence is compounded of a sense of one's intrinsic worth and a sense of adequacy in performance, the sense of "can do." *I amount to something, as a unique individual and as a member of the human race. And I can do something that amounts to something—that is worth doing and that is done well.* These two sentences, we might say, though not normally spoken aloud and perhaps not even privately framed in any such conscious and complete fashion, make up the attitude of healthy self-confidence.

I remember a boy who was a student, once upon a time, in a junior college English class I was teaching. Because a prolonged illness had made him miss several weeks of the spring semester, he came in after school each day for extra assignments and extra help. While I was outlining for him the work that was to be done or was trying to clear up for him some special perplexity, I always had the feeling that he virtually "stood out of himself" in the intensity of his concentration. No fraction of his attention, it seemed, was wasted in self-pity or resentment at the extra work he had to do or fear that he might seem dumb

if he asked questions. At the end, however, when it was time for him to go, he had a characteristic way—of which he seemed totally unaware—of “returning to himself.” He would straighten up in his chair, take a deep breath, and say, “Can do.”

This boy, I would say, had the first prerequisite of health: the type of self-confidence that underpins emotional resilience.

The Universe Plays Fair

The second quality that makes up such resilience has to do with the individual's appraisal of his world and his universe—of the total “acting space” in which he lives. This second quality is a kind of bedrock faith that the overspanning system within which he lives and moves and has his being is one that makes sense, that can be relied upon.

Ward Madden, in his fine book *Religious Values in Education*, defines faith as a basic confidence that when problems arise something can be done about them. On first thought that may seem an odd definition of faith, one that has little to do with what we normally think of as religion. On second thought, however, we may catch on to the fact that he is really saying something very profound. He is saying that faith, to be anything more than an empty word, must involve the conviction that the universe of which we are a part is one that makes sense and one in which, therefore, we can do sensible things. Lack of faith he makes synonymous with cynicism—with a feeling that there is no use trying to do anything about anything because nothing makes sense.

Perhaps we can consider here, from a psychological point of view, the meanings inherent in certain phrases used by Jesus in his teachings. What did he mean, for example, when he exclaimed, “O ye of little faith”? What did he mean when he said that not everyone who said “Lord, Lord” would enter into the kingdom of heaven? Such questions lend themselves—and have tenaciously lent themselves—to theological discussion. But can they not also serve as the basis for some illuminating psychological discussion? Can we not say that Jesus knew all too well that words are empty if unsupported by acts and that acts of faith will not be performed unless there is, as strong foundation for them, a conviction that the universe supports the kinds of behavior that accord with its laws and purposes? Where such conviction exists, the human being is indeed “peculiar in renewal and comeback.” Where it is lacking, even such verbal expressions as claim to be religious will seem fraught with heaviness and anxiety.

Here, then, is one more insight toward which we grope in our effort to understand the mind's good health—the insight that where there is health there is a strange, tenacious “capacity to take it” and that where this capacity exists it is an expression of self-confidence and of confidence in the universe.

LOOKING INTO LEGISLATION

The 1952-53 legislation program of the National Congress of Parents and Teachers has been published in the November issue of the *National Congress Bulletin* and the January issue of the *National Parent-Teacher*. A glance at the action items will tell you that this part of the program is based on current needs for national legislation. Under the section “Federal Aid for Education” is the heading “School Building Construction,” a need of grave importance. Our organization has chosen to place special emphasis on this item in the hope that adequate legislation may be passed by the Eighty-third Congress.

To bring you up to date on school construction: The Eighty-first Congress directed that a survey be made of existing facilities in public elementary and secondary schools throughout the United States. A first and second report have been published, and the facts they disclose are startling. These reports in all probability will be the basis for considerable thinking on the part of the Senate Committee on Labor and Public Welfare and the House Committee on Education and Labor. We know that President Eisenhower is concerned about school housing and that the June 30 expiration date of Public Law 815 (providing federal aid for school construction in federally affected areas) poses no small problem.

Educators were deeply concerned when the 1947 birth rate broke all previous records. They looked to 1952 and 1953 as years with unprecedented problems of huge enrollments. However, when the census figures for 1952 were made known, again the birth records were broken. A new problem, therefore, confronts the whole country.

Here is only one disturbing fact:

During the school year 1952-53 it will be necessary to house 9.3 million children in obsolete classrooms or in overcrowded classrooms, . . . part of an enrollment increase of 1.4 million pupils more than were enrolled in 1951-52. . . . At an average of 30 pupils to a room we should build 325,280 instruction rooms to house these 9.3 million children.

As P.T.A. members what is our responsibility? First, to seek out facts, tune in to radio and TV programs, read newspapers and current magazines—in other words, to become informed, so that when and if our help is needed in acquainting our congressmen with the urgency of the situation, we can give it intelligently. Nothing is ever gained by trying to “sell a cause” without the proper ammunition.

A shortage of classrooms for these millions of children is not the only problem that faces us. We need teachers, and unfortunately there is no way to legislate candidates into teaching. Salary schedules commensurate with the standards of the profession can be legislated, but the recruiting of teachers is a state responsibility. Your help is needed in your state. We can and must interest top-ranking students in becoming teachers. We can and must help raise the status of teaching as a profession.

There is a shortage of classrooms. There is a shortage of teachers. But there is no shortage of pupils to be housed and taught in our schools. If we truly believe that all children are our children, we have work to do for them!

—MARGARET E. JENKINS

National Chairman, Committee on Legislation

More

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Motion Picture Previews

More About Educational Television

As thinking persons watch the development and use of television, they are becoming more and more concerned about it. They see how it influences conduct in many ways—sometimes, if only momentarily, in the behavior of children after viewing a particular program; sometimes in the behavior of large segments of our population. During the Kefauver committee hearings last year in New York City, for example, a great many people did not go to work; they watched their television sets! The normal life of the great city was affected. Transportation, communication, and other service facilities slowed up or did not operate until the hearings were over for the day.

Whether we like it or not, then, television is here, and its influence on our culture will broaden and deepen. It poses many problems and challenges that we, as citizens and parents, cannot ignore.

One of the most challenging problems is how this influential tool of communication can be harnessed and directed so that our children will have a richer, deeper, and more effective education. Considering the evidence, it seems obvious that television eventually will play a dominating role in the educative processes. The practical question now is how and by whom it will be managed and directed for educational purposes. Our answers to this question may very well determine future developments in American education.

Many educators are developing successful ways of applying television for instruction both in the school and in the home. Although the most promising results have been achieved in the realm of adult education, significant progress has also been made in experiments dealing with its use for classroom instruction. Telecasts were first used for a full school day in the public schools of Bloomfield and Montclair, New Jersey. The report of this interesting and important experiment should be studied by educators and parents alike. (*Educational Television Moves Forward*, Montclair State Teachers College, Montclair, New Jersey; one dollar.)

There is, however, a basic issue involved in this aspect of the problem. The use of television in education is now and must remain the responsibility of the educator. To put it elsewhere, either by default or subterfuge, would remove the control of our educational program from the present constituted authorities. This is a clear-cut issue that must be understood by every citizen in these United States.

Who shall control the facilities necessary to the use of television in education? It is obvious that whoever does will likewise control their use. Because of the limitation of television channels and strong pressures by commercial interests to gain control of them, this problem is of immediate concern to everyone. As reported by Paul C. Reed

in these columns last November, the Federal Communications Commission has reserved 242 channels exclusively for nonprofit educational use. Until June 3, 1953, these reservations may not be challenged by commercial television interests. After that date, commercial interests may petition the Federal Communications Commission to remove the restrictions on the use of channels now allocated exclusively for nonprofit educational purposes.

Encouraging progress in the development of state-wide plans to use these channels is taking place in California, Connecticut, New Jersey, New York, Pennsylvania, Wisconsin, and in other states. In addition many local communities are working on plans to use available channels. Local, professional, and lay organizations are concentrating on the same end. Nationally this effort is being spearheaded by the Joint Committee on Educational Television, with headquarters at Washington, D. C.

All this, however, is not enough. You as a citizen and a parent must lend your active support and personal assistance to this important project. Paul A. Walker, chairman of the Federal Communications Commission, has repeatedly pointed out that 1952 and 1953 are the years of decision in television. If the public fails to take the necessary steps to protect and use these 242 channels for education, they will be lost forever. Failure to do so can have the gravest consequences. Like our land resources, our ether resources are limited. When licenses have been granted for use of the existing channels, *there will be no more*.

What should you do?

1. Regardless of your present attitude concerning these channels for nonprofit educational use, as a citizen and a parent you should become fully informed about the whole field of television.

2. Find out what your community has done or is doing about the procurement and use of educational TV channels. Consult your local school authorities.

3. Ask at your public library for books, pamphlets, and articles on this subject. (The California State Library, Sacramento, California, has mimeographed a *Selected Reading List on Educational Television*.)

4. Write the Joint Committee on Educational Television, 1785 Massachusetts Avenue Northwest, Washington 6, D. C., for a list of publications and order material that will help clarify the issues.

5. If there is a group of educators or other citizens in your community already working for an educational TV channel, join it and give it your support.

—FRANCIS W. NOEL

Chief, Bureau of Audio-Visual Education, California State Department of Education

PREVIEW EDITOR, ENTERTAINMENT FILMS
Mrs. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

The 5,000 Fingers of Dr. T.—Columbia. Direction, Roy Rowland. No writer has attempted to poke fun at our fantastic and terrifying atomic age with more imaginative and audacious gaiety than the well-known children's writer, "Dr. Seuss." This fantasy is set to bright Gilbert-and-Sullivan type music and sparkling verse enacted against madly prankish backgrounds. A child who resents having to practice on the piano expresses his resentment in a dream that balloons out like a gigantic bubble involving his mother, his hated music teacher, and a friendly plumber. Reflected on its wavy surface are the attitudes gained from the comic books and tabloid headlines he knows so well. The focal point of the dream is the huge, awesome, curving piano keyboard upon which five hundred little boys, with their five thousand fingers all trained by "Dr. T.," will play together in a great recital. The tragic implications of the concentration camp are conveyed in a ballet danced by musical instruments that have been thrown in a dungeon by a tyrant who would brook none but the piano; yet the dance itself is filled with playful touches. One student reviewer pointed out that the frightening elements in the film are made fun of in terms young people will find highly amusing. This is modern fare for children of the atomic age—very funny for them but somber and somehow sobering for adults. Production values are all excellent. Cast: Peter Lind Hayes, Mary Healy, Hans Conreid, Tommy Rettig.

Family 12-15
Excellent Possibly frightening for the younger group

Hiawatha—Monogram. Direction, Kurt Neumann. A sincere and dignified effort to dramatize parts of Henry Wadsworth Longfellow's poem with emphasis on Hiawatha's efforts to preserve peace among Indian tribes who had long been hereditary enemies. The story is simply told against beautiful cinécolor scenes of Indian canoes gliding silently on blue waters, the "shores of Gitche Gumee," Indian villages, ceremonials, and the ritual of daily life. The picture will prove valuable enrichment for classes in literature and the social studies. Cast: Vincent Edwards, Yvette Dugay, Keith Larsen.

Family 12-15
Good Possibly frightening for the younger group

Peter Pan—RKO. Production, Walt Disney. A bright and happy cartoon adaptation of the beloved children's classic by James M. Barrie. The story is told with a minimum of sentiment and a maximum of lively action, from the moment when Peter Pan slips into the nursery, seeking his shadow, and the children swoop gayly across the luminous sky toward the Never-Never Land. The fierceness of the villain, Captain Hook, is so obviously caricatured that young children will laugh even as they deliciously shiver, and older ones will enjoy the satire. The menacing crocodile, with the clock ticking in his innards, and

the war-whooping Indians receive the same serio-comic treatment. Tinker Bell is a sparkly miniature of a jealous little madcap, and the nurse dog is given affectionate and amusing treatment. Adults with sentimental memories may carp at occasional routine cartoon techniques and suggest that Peter Pan resembles Superman in his more heroic moments. However, your previewers remember the shining face of the small boy who sat across the aisle, hugging his knee and rocking in ecstasy, and agree with him that this is joyous "let's pretend" for all ages.

Family 12-15
Excellent Excellent

The Silver Whip—20th Century-Fox. Director, Harmon Jones. A youthful stagecoach driver, given a chance to achieve a lifelong dream, learns the hard way that skill in driving a six-team "mainliner" involves judgment as well as ability to handle the reins. This is an excellent western with better than average plot and sustained excitement that carries through to a satisfying conclusion. The story of conflicting loyalties, to one's personal friend and to one's employer, is timely today. In the film it underlines the conflict between the growing forces of law and order and vigilante mob justice popular in the West seventy-five years ago. Scenery and photography are beautiful, the characterizations well handled, the horses magnificent, and the pace swift. Cast: Dale Robertson, Rory Calhoun, Robert Wagner.

Family 12-15
Good entertainment Good

8-12
Tense

FAMILY

Suitable for children if accompanied by adults

Castle in the Air—Stratford Films. Direction, Henry Cass. This British film is a rollicking, good-natured farce dealing with the attempts of an impoverished Scottish earl to sell his ancestral castle to a rich American before it is requisitioned by the Ministry of Coal as a rest home for workers. Besides a number of assorted boarders, faithful family retainers, and some wildly eccentric plumbing, the castle contains the most enchanting ghost to make an appearance since *Blithe Spirit*. Margaret Rutherford, one of the funniest women on the screen, is at her hilarious best as the elderly boarder who is obsessed with the notion that the earl is the direct heir to the throne of Scotland. Deft direction and engaging performances by the rest of the cast assure an entertaining hour and a half. Cast: Margaret Rutherford, David Tomlinson, Helen Cherry.

Family 12-15
Excellent of its type Matter of taste

8-12
Possibly

The Jazz Singer—Warner Brothers. Direction, Michael Curtiz. Beautifully photographed in color, this film is the new version of the familiar story of the Jewish cantor's son whose heart is torn between his love for the theater and his love for his father. The scenes between the parents and the boy who is breaking a family tradition of many generations are frankly sentimental but nonetheless warm and believable. In addition to the many engaging musical numbers, ceremonies of the Jewish faith are shown with taste and dignity. Cast: Danny Thomas, Peggy Lee, Mildred Dunnock, Eduard Franz.

Family 12-15
Entertaining Entertaining

8-12
Yes

Lili—MGM. Direction, Charles Walters. A simple, haunting picture that reveals the unfolding of a young girl's personality. (A second theme, mentioned by a student reviewer, is "A man who is bitterly disappointed by life will sometimes force himself to deny anything that comes to him, no matter how much he desires it.") Stranded in the big city without friends, an awkward and inarticulate French orphan casts all her devotion upon a carnival magician. After he has become bored by her homage she is gently coaxed from her despair by a troupe of puppets in the hands of "the angry man," a former great dancer, injured in the war. Lili opens her heart to the creatures, takes comfort from their friendship, and becomes a part of each performance. Only through these creatures too can the shy, embittered puppeteer (magnificently played by Mel Ferrer) express his emotions. Because Lili's painful maturing is clearly portrayed, this is a film that will help young people grow up. As she says, "We don't learn. We just get older and we know." Under a capable leader, the film might be used by a study-discussion group interested in role playing. It illustrates the therapeutic power of dramatic play to express and release deep feelings as well as to bring insight into motives and character. Cast: Leslie Caron, Mel Ferrer, Zsa Zsa Gabor, Jean-Pierre Aumont.

Family 12-15
Excellent Good



Trailing a shower of stars, Tinker Bell flies between the astonished Peter and Wendy in Walt Disney's *Peter Pan*.

Never Wave at a Wac—RKO. Direction, Norman Z. McLeod. A lively farce about the Women's Army Corps stars Rosalind Russell in one of her most laugh-provoking roles. The picture was filmed with the cooperation of the Department of Defense at Fort Lee, Virginia, and includes a sequence in which General Omar Bradley plays himself. A recently divorced and badly spoiled senator's daughter is persuaded to join the Wac by a wily father. She enters the corps, breezily arrogant and so very patient with the misguided Wac officers who fail to recognize her unquestioned superiority. Marie Wilson, as "Miss Coffee Bean of 1949-50," does her best to instill esprit de corps into our heroine and adds a great deal to the fun. Cast: Rosalind Russell, Paul Douglas, Marie Wilson.

Family 12-15 **Good** 8-12
Good fun **Good** **Yes**

Tonight We Sing—20th Century-Fox. Direction, Mitchell Leisen. A musical comedy biography of Sol Hurok, impresario. The familiar, sentimentalized, oversimplified life story describes the dream of a young hardware merchant to bring Chaliapin to America, to manage great artists and present them to the public. Ezio Pinza enacts a colorful Chaliapin singing arias from *Boris Godunov* and *Faust*. Roberta Peters as Elsie Valdine sings well-known arias from *Madame Butterfly* and is joined by Jan Peerce (whose voice is dubbed in for an attractive young actor playing the role of Gregory Lawrence) in several beautiful songs. Isaac Stern impersonates Eugene Ysaye, who gave Hurok his first opportunity as an impresario, and plays several excellent violin solos. Tamara Toumanova dances in the mood if not the shoes of Pavlova. Script and dialogue are smooth, and color photography enhances a sumptuous and glittering concoction, which may startle some lovers of the classic arts but will undoubtedly entertain many more. Cast: David Wayne, Ezio Pinza, Anne Bancroft.

Family 12-15 **8-12**
Entertaining **Yes** **Yes**

ADULTS AND YOUNG PEOPLE

All Ashore—Columbia. Direction, Richard Quine. Kicked around by his two six-foot buddies, sailor Mickey Rooney mopes unhappily through much of this dull, heavy farce. Then suddenly the tables are turned; he saves the life of a wealthy blonde and becomes a hero. Songs by Dick Haymes, dancing by Ray McDonald and Peggy Ryan, and scenes of Catalina do not compensate for a poor story. Cast: Mickey Rooney, Dick Haymes.

Adults 15-18 **12-15**
Poor **Poor** **Poor**

City Beneath the Sea—Universal-International. Direction, Budd Boetticher. A far-fetched, cheap, and poorly executed melodrama of an illicit attempt to recover a million dollars in gold from a sunken ship. Though photographed in color on the island of Jamaica, the film shows little of "the most beautiful island in the world." Instead of shots of the magnificent tropical fish found in the bay we see only the male and female leads cavorting none too gracefully in the waves. There is plenty of action and adventure, but the underwater scenes are unrealistic and the acting is indifferent. Cast: Robert Ryan, Anthony Quinn, Mala Powers.

Adults 15-18 **12-15**
Mediocre **Mediocre** **Poor**

The Clown—MGM. Direction, Robert Z. Leonard. Red Skelton attempts a more serious role in this dull and tear-jerking melodrama. He is a once famous clown whose irresponsibility and fondness for drink make a nursemaid out of his small son. Although he is supposed to be appealing as a weak but essentially lovable buffoon who makes his final comeback on TV, the audience feels little sympathy for a flabby, self-centered father who leans so heavily on his child for moral support. Tim Considine as the son of divorced parents plays his part with sensitivity and perception. Cast: Red Skelton, Tim Considine.

Adults 15-18 **12-15**
Poor **Poor** **Poor**

Desperate Search—MGM. Direction, Joseph Lewis. Superficial story treatment and mediocre characterizations mar both the interest and suspense of this melodrama about the search for a plane that has crashed in the Canadian wilds with two child passengers. To quote a student reviewer, "The plot is a flimsy, pattern-like, obvious affair—moving swiftly, however. The audience soon guesses the contrived ending." Detracting from dramatic suspense over the children's fate are various minor tensions—for example, the persistent, ugly rivalry between the children's divorced parents. The children, as characterized, leave much to be desired, particularly the unpleasant, helpless, whining little girl. Cast: Howard Keel, Jane Greer.

Adults 15-18 **12-15**
Mediocre **Mediocre** **Mediocre**

Face to Face—RKO. Direction, John Brahm, Bretaigne Windust. An unusual and interesting combination of two short dramas of men face to face with crises, adapted from stories by Joseph Conrad and Stephen Crane. In the Conrad tale, "The Secret Sharer," the young captain of a ship hauls on board a first mate who has escaped from a near-by vessel because he is wanted for murder. At the height of a storm the mate had fatally struck a crew member who refused to obey orders. In his own mind the captain decides the validity of the case and thus masters the first crisis of his command. Stephen Crane's contribution, "The Bride Comes to Yellow Sky," is completely different. It is a mock-heroic ridiculing of the conventional "western" in which a honeymooning sheriff stops a rampaging two-guns badman in his alcoholic tracks. Photography and acting are excellent in both pictures, as is the direction. Cast: James Mason, Gene Lockhart, Robert Preston, Minor Watson.

Adults 15-18 **12-15**
Excellent **Excellent** **Yes**

Girls in the Night—Universal-International. Direction, Jack Arnold. A lower East Side New York family struggles against the temptations and vicissitudes of their slum environment. Despite a contrived plot, the background and people give an impression of reality. The squalid, ugly, crowded alleys and tenements are convincingly shown to be the breeding place of crime and misery. A group of fresh, able young stars give vigor to stereotyped roles. The title is definitely misleading. Cast: Glenda Farrell, Joyce Holden, Jaclynne Greene.

Adults 15-18 **12-15**
Fair **Possible**

The Hoaxters—MGM. Direction, Doré Schary. The producers of this short documentary use the well-known figure of the medicine man, who sells worthless snake oil through magnetism and wild promises, as a symbol of power-mad dictators like Hitler, Mussolini, Tojo, and Stalin. Significant news clips and sharp commentary present a pattern of insidious "selling" that has rocked the world twice in modern times and threatens to do so again. In the last few minutes of the picture free men are warned that they cannot fight totalitarianism with the Communist techniques of terror and fear. They must use the affirmative ways of democracy to win the battle for a free world. Fewer generalizations and more detailed illustrations of constructive ways and means of meeting Communism would not only strengthen this conclusion but would be of more value to those to whom the message is directed.

Adults 15-18 **12-15**
Thought provoking **Yes** **Yes**

The Man Behind the Gun—Warner Brothers. Direction, Felix Feist. A government officer rides incognito into the Southern California of the 1850's to investigate a hotbed of intrigue and lawlessness. The picture is the usual Randolph Scott western with guns, gambling halls, outlaws, and a minor love interest. Cast: Randolph Scott, Patricia Wymore.

Adults 15-18 **12-15**
Western fans **Western fans** **Western fans**

Jack McCall, Desperado—Columbia. Direction, Sidney Salkow. An action-packed, stereotyped melodrama that begins during the Civil War and includes a trial for treason, revenge, Indian uprisings, romantic love, and southern chivalry. There is a great deal of violence. The story is hackneyed in treatment and the plot too complicated. The color photography is good. Cast: George Montgomery, Angela Stevens.

Adults 15-18 **12-15**
Mediocre **Mediocre** **Mediocre**

The Naked Spur—MGM. Direction, Anthony Mann. James Stewart plays the role of a grim, bitter Civil War veteran who tracks down a murderer and attempts to bring him to justice. With the reward of five thousand dollars he hopes to receive he wants to buy back the farm his fickle sweetheart sold while he was at war. The veteran's job is made doubly distasteful as well as hazardous by two dubious companions whom he picks up on the way and who intend to share the reward. A tense, well-acted melodrama of its kind. Cast: James Stewart, Janet Leigh.

Adults 15-18 **12-15**
Western fans **Western fans** **Possibly**

Rogue's March—MGM. Direction, Allan Davis. The outstanding feature of an otherwise routine adventure film is the magnificent photography of the Khyber Pass in India—an immensity of miles and miles of bare earth, flanked by high crags. The story is concerned with the revolt of the Afghan people against British rule, just before the turn of the century, and in particular with the struggle of one of the British army officers to clear himself of treason. The pace is slow, especially in the first half. Cast: Peter Lawford, Richard Greene, Janice Rule.

Adults 15-18 **12-15**
Fair **Fair** **Slow**

(Continued on page 30)

Study Course Guides

I. Basic Course

Directed by Ruth Strang.

"Prepared for an Uncertain Future" (page 14)

Points for Study and Discussion

1. What uncertainties do you think most families are facing at present? Which ones seem to give parents the most anxiety? How, would you say, do parents' tensions and fears regarding these uncertainties affect preschool children? Elementary school children? Adolescents? One sensitive twelve-year-old, having heard his parents talk about their financial worries, got the idea that he was a burden to them and ran away. How might his parents have helped the child feel closer to them during this period of financial uncertainty, rather than an extra burden?

2. Think back over some unexpected event in your own life—illness, the death of a member of the family, divorce, a financial crisis, a sudden change in job, and so on. What helped you to face this change? For example, we have read in two recent books how Dr. Lillian Gilbreth managed to carry on successfully after her husband's death. Discuss what helped her to do this—her philosophy of life, her professional competence in her field of work, the education she and her husband had already given their children in habits of responsibility and cooperation.

3. Mrs. Potter reminds us that to live fully and well now is the best guarantee for the future. Show how we can all use this basic precept in the guidance of (a) preschool children, (b) older boys and girls, and (c) adolescents.

4. How will learning to master the mystery of buttons and buttonholes help a four-year-old to meet new problems in the future? How will learning to relate himself to a teacher and a room full of strange children help a six-year-old to meet new social situations later on? How will learning to follow through a well-planned course of action help an adolescent to make wise decisions in years to come?

5. What are some present-day experiences that may give children the feeling that the world is unsafe and hostile? Decide which of the following experiences usually have the strongest effect on children: (a) seeing and hearing about war and destruction and murder on radio, TV, and in movies; (b) sensing fear and anxiety on the part of the parent; (c) feeling "left out" or deprived of affection in the family group.

6. How can a parent or teacher interpret to children of different ages the brutality and ruthlessness they see and hear about, the problems of man's cruelty to man that loom large before all of us?

7. Which of the following kinds of behavior on the part of parents and teachers would be most likely to help children face an uncertain future? Which might hinder their meeting new situations successfully? Give illustrations of each.

- Being on hand to help if a child's experiences become frightening and overwhelming.
- Encouraging a child to be dependent on grownups—expecting too little of him.
- Putting a child in a situation too difficult for him—expecting too much of him.
- Encouraging a child to solve his own problems with only a minimum of help from adults.
- Giving a child as much affection and support as he needs at each age.
- Putting a child in a situation he cannot understand.
- Praising a child for specific achievements.
- Helping a child to view failure as an opportunity to learn a better way of doing something.
- Helping a child to learn problem-solving methods appropriate to his age and to the circumstances.

8. Discuss the different fears and dangers of preschool children, school-age children, and older boys and girls. Classify their major fears as follows: (a) those that are real and serious and those that are imaginary or exaggerated; (b) those that must be accepted, at least for the present, and those that can be prevented; (c) those that are common to many people and those that are peculiar to the individual child; (d) those that are specific—limited to one situation—and those that penetrate and permeate many areas of life. How can a parent or teacher help children of these different ages to deal with these different kinds of dangers?

9. Why are times of solitude necessary to children and young people? What other suggestions does the author give for building stability and serenity?

Program Suggestions

In preparation for this meeting ask members who are parents of young children to make a little study of how their children respond to a picture or program presenting some aspect of war or crime. The child should be asked some simple, general question, such as "How did you feel about this picture (or program)?" The parent can encourage him to speak freely and frankly by an attitude of attention and comments like "Yes?" "Tell me more." Sharing these responses in the meeting will increase the group's understanding of how such experiences affect different children.

One or two members might describe a specific situation in which a child has become fearful and insecure about the future. Then have volunteers play the roles of the child and adults involved. Discuss constructively and with appreciation the method of handling the situation in this brief, real-life drama. After the discussion, ask for volunteers to play the roles of the adults again, showing better ways of preparing the child to face uncertainty. (The role of the child will remain the same.)

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Film:

Fears of Children. 30 minutes, sound. International Film Bureau, 57 East Jackson Boulevard, Chicago 4, Illinois.

II. School-age Course

Directed by Bess Goodykoontz

"Does the School Meet Individual Differences?" (page 7)

Points for Study and Discussion

1. The father of two young children remarked the other day, "Robert won't even try to lace his shoes. At his age Marian would lace hers, even take the laces out and put them back by herself." What differences of this sort have you noticed among children—differences in the ages at which they are ready to tackle certain skills?

2. Sam and Sarah, fifth-grade twins, were constant readers. Sam took out all the library's books on horses, airplanes, motors, and explorers. Sarah took out stories of adventure, particularly historical ones. Have you noticed similar differences in the interests of children you have known well? Give examples.

3. Mrs. Larson has two boys, two years apart in age. She carefully saved Erwin's outgrown clothes for the time Edgar could wear them. But at ten Erwin slowed down, and Edgar, who was a big, husky child, actually passed him in size. Have you known children whose rate of growth differed considerably? Have you known children who seemed to stand still for a while?

and then take a spurt? Could you see reasons for the change in rate of growth? Had they been ill? Was there trouble at home?

4. In the previous three questions we have been illustrating individual differences in *rate of development*, in *interests*, and in *rate and continuity of physical growth*. Can you think of other kinds of differences among school-age children?

5. Dr. Olson speaks of two theories of education—the *selective theory*, under which "children were expected to fit into the school or get out at an early age," and the *modern theory*, under which the school attempts to meet the broad range of needs of children who are growing variously in a society that has many tasks to accomplish. To which does each of the following school practices belong?

- A ten-year-old who is an eight-year-old in reading ability is kept back in third grade.
- The number of children kept back in first grade because they cannot read is small.
- Some children learn to read in third grade.
- Each grade provides a great variety of tasks, so that all children can find experiences in which they can grow and be successful.
- Each grade has specific standards every child must meet.
- Marks and report cards are used as incentives.
- Evidences of growth are used as incentives.

6. "Society has a place for an infinite variety of interests and skills." Why is this statement particularly appropriate to schools in a democracy?

7. Dr. Olson speaks of the "wisdom of the body" and refers to studies of self-selection of food by infants and by livestock. In his book (listed below) he says, "Some bold educational experimenter should allow children to choose their rooms on the basis of the location of their 'pals.'" (See pages 339-43, 360-61.) What teaching methods are suggested by these ideas?

8. Do you know who said, "A rose is a rose is a rose"? What does the author mean by "A grade is a grade is a grade"?

Program Suggestions

In some schools it is customary to have a school fair sometime in the spring to show parents what the different classes and groups have been doing during the year. If by chance such a fair or exhibit is being held at this time it would supply the best possible material for discussing the question, "Does our school meet individual differences?"

A tremendous amount of research has been done on individual differences—what they are, how great, what causes them, how to capitalize on them. This would be a particularly good topic for a panel of experts who are familiar with some of this research or who have had experience in dealing with individual differences in children: a psychologist, a physician, a librarian, a social worker, a nutritionist, a teacher, an administrator. After the general discussion that follows the panel, a brief summary of what the findings on individual differences mean for school and home would provide a basis for practical action.

There are a number of films that show ways in which modern schools provide for individual differences. One or more of these could be used to introduce general group discussion: *Willie and the Mouse* (11 minutes, sound), Teaching Films Custodians, 25 West Forty-third Street, New York 17, New York. (In the first part of the film all children in a class study the same lesson; the second part shows a modern school.) *The Wilson Dam School* (20 minutes, sound), Tennessee Valley Authority, Knoxville, Tennessee. (Shows the variety of experiences a school may provide.) *School in Centerville* (20 minutes, sound), made by the Department of Rural Education of the National Education Association, 1201 Sixteenth Street N.W., Washington 6, D. C. *The Safest Way* (20 minutes, sound), American Automobile Association, Pennsylvania Avenue at Seventeenth Street, Washington 6, D. C.

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Helping Children Grow. Association for Childhood Education International. Address above. \$1.25. See sections on studying the needs of children, providing a good day at school for different ages.

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III. Adolescent Course

Directed by Ralph H. Ojemann and Eva H. Grant
"Danger Signs of Delinquency" (p. 4)

Points for Study and Discussion

1. Before the author describes specific danger signs he brings to our attention several important points about the delinquency problem as a whole. Discuss each of the following statements, illustrating it whenever possible with an incident of delinquency that has occurred in your community or that you have read about in newspapers or magazines:

- "Delinquent acts don't just happen."
- "Delinquency . . . should not be viewed as a disease but as the symptom of a disease."
- "Some children learn delinquency, . . . and others in the same surroundings learn acceptable behavior."
- "Delinquency "may have many different meanings to different people or groups."

2. When we notice a teen-ager showing any of the danger signs pointed out by Dr. Stullken, may we conclude that he is probably headed for trouble and eventually the juvenile court? What further considerations should we bear in mind before we pass final judgment?

3. What do you think John's parents could have done to prevent his committing his first delinquent act—burglary—if they had realized that his loss of interest in school was a danger sign? Would you say the roots of his problem lay principally in his environment or that they stemmed mainly from deep-lying personality disturbances? What about George, who also stole but without accomplices? Where would you look for the fundamental causes of his behavior?

4. The author gives us some interesting clues to sixteen-year-old Jane's inner problems. Using these clues, try to fill in her background. Why had she never seemed to fit into her foster home? What essentials might have been missing there? What basic needs of Jane's personality could have been satisfied by the first home, with its "comfortable dirt," and not by the second? Why couldn't she ever tackle a piece of work on her own? Why couldn't she make friends with the children next door? When do you think her danger signs might have first appeared? What should have been done about them? Where do you feel the major responsibility for Jane's delinquency lay?

5. Discuss Henry's case. If, after he had injured his playmate, no one had been concerned with the causes of his anti-social behavior, what acts might he have committed next?

6. If possible, confer with social workers and other professional persons familiar with juvenile problems about the agencies, personnel, and facilities each community ought to provide

so as to help prevent delinquent behavior. Which of these does your community have? Which does it need? Which ones could have been used effectively to forestall the delinquent acts of John, George, Jane, and Henry?

6. Is your P.T.A., in developing the Action Program, giving full consideration to the problem of juvenile protection? Summarize Dr. Stullken's recommendations to all P.T.A.'s. If your association has so far neglected one or more of these fields of activity, a committee of two or three study group members could initiate a discussion of these matters at the next regular P.T.A. meeting.

7. In her pamphlet, *Facts About Juvenile Delinquency*, Ruth Strang describes certain conditions and experiences that seem to help most young people stay on the path to good citizenship and a satisfying life. Here are some. What others can you add?

- Parents and teachers who are loving, understanding, and ready to listen.
- Worth-while group activities with friends their own age.
- A sense of "belonging" in home, school, church, and community organizations.
- A worthy model—a grownup of fine character whom the young person looks up to as an ideal.

Which of these experiences and conditions were lacking in the lives of John, George, Jane, and Henry?

Program Suggestions

In the pamphlet already referred to, Ruth Strang reports several conversations with high school students about juvenile delinquency—what juvenile delinquency is; the part played by home, school, and community in preventing it; and what teenagers can do to help other boys and girls avoid delinquent behavior. An interesting program could be developed by using the same idea. At the meeting several members of the group could interview four or five high school students, asking them a series of questions prepared in advance. Another member should take notes on their replies and read these summaries at the close of the interview. After the young people have left, the study group should discuss the interview. If it reveals certain lacks in the community—for instance, lack of worth-while activities for youth, lack of counseling services for parents and children, or perhaps a general lack of public interest in juvenile protection—consider what further steps the P.T.A. can take to remedy these deficiencies.

If it is not practical to interview young people on the spot, they can be interviewed beforehand and the results reported and discussed at the meeting.

Guests acting in the capacity of resource persons might be a juvenile court judge or juvenile police officer, a member of the clergy, a youth leader, a psychiatrist, or a social worker.

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Right or Wrong? (Making Moral Decisions). 10 minutes, sound. Coronet Films, Coronet Building, Chicago 1, Illinois.

(Continued from page 27)

Savage Mutiny—Columbia. Direction, Spencer S. Bennet. A sensational, comic-book plot involves Jungle Jim with enemy agents bent on preventing the removal of natives from an African island where there is to be an atomic bomb test. A well-trained chimpanzee provides amusing interludes in a poorly made picture filled with cruelty and violence. Cast: Johnny Weismuller, Angela Stevens.

Adults	15-18	12-15
Poor	Poor	No

She's Back on Broadway—Warner Brothers. Direction, Gordon Douglas. An average musical about a motion picture star who returns to Broadway to make a comeback after losing popularity through poor films. The story is thin and inane. The acting is stiff, and there is no humor. Highlights of the picture are Gene Nelson's solo dance numbers and the stunning costumes. Cast: Virginia Mayo, Gene Nelson, Steve Cochran.

Adults	15-18	12-15
Mediocre	Mediocre	Mediocre

Skipper Next to God—Excelsior. Direction, Pierre Laurent. An uneven but moving French film about a gruff Dutch captain of a tramp steamer who undertakes to carry a group of Jewish refugees from the Nazi terror to Alexandria. When Egyptian authorities refuse to let them land, the long, weary voyage in search of a haven begins. The skipper's determination to find peace and safety for his unfortunate charges, his growing awareness of God and of man's responsibility to his fellow man are portrayed in a remarkable performance by Pierre Brasseur. In the picture, adapted from a play by Jan de Hartog, all facets of human relationships and emotions are explored—from brutality to compassion, from despair to exaltation. Superb direction and acting overcome the handicap of stilted English titles. Cast: Pierre Brasseur, Jean Mercure, Loleh Bellen, Jean-Pierre Grenier.

Adults	15-18	12-15
Excellent of its type	Excellent of its type	No

The Star—20th Century-Fox. Direction, Stuart Heisler. Tailor-made for Bette Davis is this story of a great and glamorous motion picture star who runs the gamut of emotions when she learns she is too old to play juvenile leads. She scorns a mature supporting role, fails when she tries for a young girl's part, then finally faces reality. Bette Davis does a satisfying job with the histrionics, and a hand-picked cast keep up the pace she sets. Smooth direction and good photography. Cast: Bette Davis, Sterling Hayden, Natalie Wood.

Adults	15-18	12-15
Matter of taste	Matter of taste	Possibly

Taxi—20th Century-Fox. Direction, Gregory Ratoff. One day in the life of a New York cab driver brings worry, work, knight errantry, mystery, and romance. A crusty, heart-of-gold taxi man picks up a pretty Irish colleen just off the boat. When he learns that she will have to take the same boat back unless she finds a missing husband, he offers to help, and the two start off on a hunt around the city. The cast is very good except for Blanche Yurka, who, as the cab driver's mother, tends to overact. On-the-spot scenes of New York give a real-life flavor to the picture. Cast: Dan Dailey, Constance Smith, Blanche Yurka.

Adults	15-18	12-15
Good	Good	Yes

Treasure of the Golden Condor—20th Century-Fox. Direction, Delmer Daves. Based on an Edison Marshall novel, this romantic tale is laid in eighteenth-century France and in the faraway jungles of Guatemala. A French nobleman, whose title and possessions have been stolen by his uncle, seeks treasure in Guatemala in order to have funds to clear his name and secure revenge. The color photography of Guatemala is exceptionally beautiful; costumes and Indian tribal dances seem authentic. Cast: Cornel Wilde, Constance Smith.

Adults	15-18	12-15
Good	Good	Good

The White Line—Lux Films. Direction, Luigi Zampa. This deeply moving picture tells the simple story of children who live and play happily in an Italian mountain village until officials from many nations come and draw a white line through the village, dividing the free world from the unfree. With little choice half the villagers recede behind the Iron Curtain. Their consequent misunderstandings and hostilities are faithfully reflected by the children who play on each side of the white line that divides their playground. The entire cast is excellent, but particularly the children. Sons of the butcher, the baker, the farmer, the blacksmith, the mayors—each is a real person with his own mannerisms and reactions. The drama is spiritual and artistic in the finest sense. English subtitles. Cast: Gina Lollobrigida, Raf Vallone, Enzo Slajola.

Adults	15-18	12-15
Excellent	Excellent	Mature

A CONDENSATION OF THE BOOK*

The Many Lives of Modern Woman



You might think they were a brand new species

All illustrations by Cissie.

Women have been part of civilization for more than a million years. Yet reading magazine articles about them or listening to the agitated talk, you might think they were a brand new species or a troublesome minority group foisted on our already complicated culture.

Why all this commotion? What's new about being a woman? Simply that, though women have always been with us, their problems now have a new importance. Simply that most of the long-accepted patterns have been broken. Time was when a girl knew pretty well what was expected of her and what she in turn might expect of life. It depended in large measure, of course, upon what kind of family she was born into and the kind she married into. It was usually not much influenced by her own temperament, talents, or choices.

Compare this with the varied possibilities spread out widely before many young girls today. It's up to them to decide what to study or whether to study at all, what kind of job to get, which man to marry, how many children to have. Only after she has married and had a child or two does the modern woman begin to wonder whether the choice offered her wasn't an illusion or a downright fraud. After all the study, training, dreaming, and planning, not to mention all the fighting for emancipation already done for her, she now finds herself in the confining world of marketing, cooking, cleaning, and baby chasing.

We are aware that things have changed enormously since Grandmother's day and that the changes are all to the advantage of women. A woman can not only vote now but earn a living in almost any field, own property, travel alone, and do many of the things men do. She can continue to work at her chosen occupation while raising a family. On the face of it this would seem easy enough, for after all didn't Grandmother, with no modern conveniences, raise a much larger brood?

"My grandmother had six children," sighs a puzzled

husband, "and they didn't wear her down the way our two do you."

"My grandmother had eight," admits his distracted and equally puzzled wife. "Yet she took it all in her stride."

What young people have forgotten is how different was the pattern on which Grandmother's life was based. Whether she had two children or eight, the chances are that she did not spend the day alone with them while Grandfather went off to factory or office. Chances are they lived in or near the family homestead. Furthermore, she herself had probably been one of a large brood. This meant that while her own brood was growing up some of her younger sisters and brothers were around to help.

Having labor-saving machinery, the modern mother finds it possible (if only barely possible) to do all the tasks required by a small house and two children. In homes where there are five or six children and no outside help you may be sure the children pitch in simply because Mother can't do everything.

While housekeeping has become simpler today, motherhood has become more complicated. Now that our children are so few in number we have a new attitude toward them. In most cases the mother of one or two offspring concentrates on each the loving attention that might have been divided into six or eight generous portions. Whether or not a woman is particularly rich in the emotion we call mother love, most mothers who have only one child or two are intensely concerned lest either turn out badly. With only two, there is no margin for error.

So the good mother spends a lot of time being a chauffeur or accompanying her children to the dentist or the

*Copyright 1952 by Sidonie Matsner Gruenberg and Hilda Sidney Krech. Published by Doubleday and Company, Inc. Mrs Gruenberg was for many years director of the Child Study Association of America. Mrs. Krech, the daughter in this mother-daughter team, is a well-known writer.

doctor or taking them to a friend's house to play. She also works hard for the parent-teacher association, for scout troops, and other community organizations to which she is related through her children. And one young mother after another has discovered she can't be both a good mother and a first-rate housekeeper.

There are several other features, too, that make modern woman's life harder than Grandmother's. Chief among these is the feeling of isolation. It is paradoxical that in our crowded communities today the individual woman often feels more isolated than her grandmother did on a farm. The point is that whether she has a great deal or very little housework to do, she does it alone.

A young woman who had moved to a new community decided after a couple of months to have her hair washed in a beauty shop. That night at dinner she told her husband of the conversation she had had with the hairdresser. In the middle of her report she interrupted herself to say, "This isn't very interesting, is it? I had the feeling I really had something to tell you, but I guess all I had to say was that somebody talked to me for a full hour today!"

Women who long for children of their own feel that their children would always be companions to them. Now it's difficult to describe the quality of happiness one derives from being a mother. The actual children, the unexpected things they say to you, the things they say to other children and to themselves while playing, the way they greet you after you've been away for a couple of hours—to most mothers these things bring more genuine satisfaction and deeper happiness than any party, luncheon, or job. But the undiluted companionship of immature minds is not the most satisfying thing in the world.



The undiluted companionship of immature minds

Certain qualities have always been demanded of wives and mothers. The old-fashioned woman was expected to ply with ease and dispatch the various household skills and at the same time to have patience and wisdom in caring for her children. With other women around, however, there was usually someone to whom she could hand the dust rag or the stirring spoon if she had suddenly to deal with a child. Today a young mother has to deal with all minor emergencies by herself.

What bothers her further is a factor which is entirely new when we compare a young woman's life with that of her grandmother—her expectations. Certain basic expectations, now as then, are the same for women: marriage, home, children. But toward these fundamentals there are quite different attitudes. Take the phrase, "She simply lives for her children." In the good old days this was the highest praise. Today it is more likely to be disapproval.

Even the so-called uneducated woman has aspirations today and a desire for happiness which would in former times have been labeled selfish. And as for the educated

woman, she has certainly been led to believe that her happiness, her sense of personal worth, and her accomplishments count as much as any man's. Through higher education she has tried to develop her mind and her special abilities. During the years of education, having a husband and children was something she looked forward to as offering still greater self-fulfillment.

A happily married woman does get real satisfaction out of buying provisions, preparing good meals, caring for her children. But what even the most intelligent and imaginative women seem never to have visualized is that after the children come, nearly 100 per cent of their time (and their energy) will be spent on these activities.

If you talk with these wives who feel so bogged down you will soon learn that they would give up neither husband nor children for all the freedom in the world or the most glamorous career. They look shamefaced as they say, one after the other, "I guess I want to have my cake and eat it too." Putting it like that makes a woman feel childish and unreasonable. Yet she continues to feel frustrated because she had been led to expect that she would spend most of her time, energy, and abilities in quite a different way. Now that help has become so costly and in many places almost unavailable, each meeting she wants to attend, each book she wants to read, presents a major problem. "Where will I park the children?" "When will I find time to sit down with a book?"

But it isn't the physical obstacles alone which bar her way. If she solves them somehow and becomes really involved in some outside project, she receives spoken and unspoken criticism. Should her work take her away from home a few times a week her friends and neighbors ask, "Why does she neglect her children? Is she becoming one of those masculine women?"

"No," says the young woman to herself. "No, I don't want to be like that either." But inside her is the depressing realization that she will end up as a dull housewife. No matter how much she loves her husband and children, she finds the routines physically exhausting and mentally stupefying, while the loneliness is sometimes almost more than she can bear.

We have discovered that there are apparently millions of young mothers who feel like this. If only by sheer weight of numbers they would constitute a serious problem. In addition, however, there is the fact that these particular women happen to be the wives of other citizens and the mothers of our future citizens. They influence the social welfare far more than their numbers alone would suggest.

Even if their unhappiness and frustration had no far-reaching consequences we want women to relish their motherhood. If they don't they themselves are cheated, not only their children. At the same time we cannot overlook the waste of training thousands of women to be teachers, doctors, nurses, social workers, and journalists and then, when they marry, asking them to put their training behind them.

Great Expectations

Several years ago we happened to be judges in a competition sponsored by a popular magazine. The contestants were young women, and the subject of the contest was *Planning for My Future*. A number of the girls described the glamour careers—actress, fashion designer, and the like—in terms which led one to believe they were happily daydreaming. Other more likely occupations were described more realistically. Girls planning to be secretaries in business or law firms seemed aware not only of the advantage this type of job offered but also of the rigid

training it demanded. Girls hoping to be buyers in department stores seemed aware of the hard work involved.

When marriage and motherhood were discussed, these girls seemed equally realistic and equally definite in their plans. There was only one hitch. Their work plans and their marriage plans had nothing to do with one another. The answers by one contestant furnish a striking example. About her career she writes: "I planned long ago to devote my life to nursing." Later on, discussing marriage, she wrote: "If I find the right man I plan to marry."

The confusion is clear. In this particular case one might be tempted to put it down to lack of information or of guidance. Yet the interesting thing is that in our more intimate contacts with students at Vassar, Radcliffe, and other colleges and universities we find very much the same type of thinking. Talk about their work and their futures and you get from these girls bubbling enthusiasm about what they'd like to do, fairly realistic estimates of what they are likely to accomplish. They know they're capable; they are willing to work. In many cases their aspirations are no higher than those of their less educated sisters.

At the same time rarely will a young woman say that she plans never to marry and have children. Talk about marriage, families, and children with these girls, a moment ago bubbling over about their "careers," and you get equal enthusiasm. You also get less realism. These highly educated girls will blithely talk as though their two sets of plans were not contradictory.

Why do these young women, trained in logic and in economics, fail to discover the obvious conflict? Each girl naturally looks forward to college or to job hunting with zest, with a sense of challenge and adventure. This is remarkable, because deep in their hearts they know that the one thing they want most of all is the same thing that every woman has always wanted: her own husband, her own home, her own children.

It is curious, then, that such a tremendous value is put upon education for women. No one would seriously suggest that this is due exclusively to a deep regard for knowledge or culture. Parents assume that a daughter will make the best possible marriage and also achieve the best she can in the way of a job or career. Parents, by dangling these two goals before their daughters and by ignoring the fact that the goals will probably be mutually exclusive, are putting blinders on their daughters.

saying, "I'm going to be an architect—unless, of course, I get married," so young women are not expected to say the same thing. Only when a girl is engaged is it considered decent for her to talk about running a house, cooking, and rearing children. And it's embarrassing and may even be unlucky to *plan* in terms of getting married. The face one shows to the world is headed toward social work or teaching, journalism or acting, laboratory research or department store buying. When marriage comes along, it is a complete surprise.

Many a girl seems to feel that you take romance out of marriage if you treat it as an everyday thing that she should plan for. It is something special and wonderful and unexpected—that she fully expects to happen.

The Young Wife Tries To Chart Her Course

When a girl marries she usually has to decide whether to keep on with her work or devote full time to the job of making a home. Both courses are considered natural and proper. Whatever she decides, no one is going to say, "Isn't it splendid that Susan gave up her job to marry Bob!" Nor, if she continues to work, will anyone say, "Isn't it splendid of Susan to carry on as secretary and perform her duties of homemaker as well?"

A young woman can even reverse the traditional procedure—be the sole wage earner of the family—without causing eyebrows to rise. If she is a secretary, while her fiancé is a graduate student or a G.I. undergraduate, they might very well marry before his studies are completed. But when eventually these student-husbands get their degrees and their first jobs, their wives will be faced with the question of "What do I do now? Keep on working? Give up my work and be a wife?"

Of course, for most young women the period of having only a husband and a small apartment to care for does not last very long because after a year or so the first baby appears. But for many girls this business of housekeeping is so new and overwhelming that they have no chance either to be self-indulgent or to keep on with outside work.

Ironically it's the girls from the so-called privileged groups who find themselves most distraught during the early years of marriage and motherhood—girls from that large group of middle-class families where the parents strive to give their children every chance to better themselves. Girls from working-class families, who haven't had much in the way of opportunities, know pretty well what to expect of life. The privileged ones have been trained and educated for something else and now find themselves swamped by the demands of the home and family that they have always wanted.

Anyone who reads the numerous descriptions written about the daily life of the modern middle-class housewife would soon be struck by the fact that the writers describe her life in contradictory ways. For some this life is idle, almost empty; for others it is a whirlwind of activity, with the housewife never able to finish one thing before another clamors for her attention. There are, as we see it, two reasons for these divergent views.

First, those who describe women today as having nothing to do because of the liberating effect of modern mechanical inventions are usually professional something-or-others, not full-time, practicing housewives. On the other side of the picture, housewives who describe themselves tell quite a different story—one of hectic, ceaseless activity, ceaseless demands on Mother's time, energy, emotions, and resourcefulness.

In defense of the professionals we must state the second reason for this wide discrepancy. The sociologists, analysts,



When education for women was a brand new idea those in favor of it had to be belligerent in proving that women were as intelligent as men. While most of the belligerence is gone now, there remains the determination to maintain equality. Since young men do not go around

and anthropologists are usually describing the middle-aged woman with children well on at school. The harassed young wives (and husbands) who so vividly describe their problems usually have small children. These two groups are talking about different phases of motherhood.

An explanation of the contradictory pictures is that many writers seem to treat women as an unchanging category. Some speak of the Adolescent; others of the College Girl or Career Girl; still others about the Young Marrieds with Small Children or the Idle Middle-aged Woman. Many seem unaware that the Young Married Woman with Small Children will, in the not too distant future, turn into the Idle Middle-aged Woman. What seems to us important is that husbands as well as wives acquire some feeling for this underlying fact of change. We would like to see more of us recognize how a good adjustment at adolescence can lead to more satisfactory lives at the later stages and how young married girls can grow into satisfied and useful middle-aged women.

All through childhood, all through early and late adolescence, girls look forward to the time when they will marry and have children of their own. So today whenever Mrs. Lane, a young mother, begins to feel fed up at spending all day without adult companionship, cleaning the house, washing dishes, marketing, keeping peace among her four children, she says to herself, "Remember, these are your Golden Years!" She has no desire to be a career woman. Nor, actually, does she want to spend as much time away from her children as a regular job would demand. Who could ask for anything more?

Mrs. Lane finds it hard to describe, but she has the feeling that there is something more for which she can quite legitimately ask. Her dissatisfaction is about equally divided between what she *does* do and what she *does not* do. She long ago accepted the fact that house cleaning, dish washing, marketing, cooking, and ironing constitute her job. What she does resent is spending all day every day at this work. Since she does not want to leave her children for an eight-hour-a-day job, what other choice has she? She would like to chart a course, but, unable to do so, she drifts aimlessly.

Can You Be More than a Mother?

Perhaps it would be more accurate to ask, can one be a good mother, a good wife, and still be a person in one's own right? Can a woman be a good wife and mother if she has outside activities and obligations? Strong voices are warning women these days that they cannot. It's in the air, this idea that motherhood is a full-time job, the same as a career.

We agree wholeheartedly that no career means more than does that of being a mother. But it seems to us misleading to insist that the choice is either that of being a full-time mother or that of being something else and neglecting maternal obligations and satisfactions. The problem is not what more than a mother should a woman be but what kind of person should she be in order to be the best mother she can. Is a good mother the one who divides all her time between husband and children? Or is it possible to have a rich life of outside interests?

During the first few years of each child's life the responsibilities involved are so heavy, the demands so many, that a mother has to work full time trying to keep up with them. Our belief is, however, that mothering cannot and should not be the sole occupation of *all* the adult years of most women. Yet many people continue to believe that anything which takes a woman away from her home makes her that much less good as a mother. Furthermore, her unglamorous job, her amateurish efforts

to better politics, her efforts to continue painting or writing short stories are often ridiculed.

Anyone disposed to criticize such outside activities should first consider what they do for the mother as a person. Do they, directly or indirectly, benefit her husband and children? This question must be considered with a long-range view: What do her activities add up to over a lifetime? One has to ask, for example, how music has enriched her life over the years, not what she accomplished by practicing the scales for an hour on Tuesday. Of course if her activities also do something to improve the world, to alleviate suffering in a hospital, to bring happiness to one or a hundred persons, to enrich life through poetry, art, music, or science, that is a plus factor. But a woman need not demand this of herself in order to prove that her activities are worth while.

One intelligent woman who was the mother of two teenage sons undertook a job after a long interval at home. The doubts in this case were raised by friends who asked, "Isn't it awfully tough for the boys and for you not to be there at three-thirty when they come home from school?"

And the woman said: "Yes, I would rather be home. But from my own selfish point of view, I have to ask whether those two moments are worth my staying home all day. Now I am able to join in my family's conversation, to make a contribution in a way that I haven't been able to do for a long time. I feel my emotions are far sounder since my own life has been enriched."

A young widow, Mrs. Haines, lost her husband suddenly and tragically in an automobile accident. She was at the time just under forty and had three children, a son of thirteen, a daughter of eleven, and a little boy of six. It had been an exceptionally happy marriage, and Mrs. Haines, while exhibiting courage and giving her children the emotional support they so terribly needed, was more lonely than she had ever thought possible. An unusual feature in her situation was that she was left without financial worries.

Yet six months after her husband's death Mrs. Haines made plans to go back to work. Before her marriage she had done some work with juvenile delinquents. Never having taken an advanced degree in social work, however, she thought she would be eligible for a better job if she worked for one now. So at the age of forty she enrolled at the university for a two-year course. After that she planned to take a job—part time at first and, when her children were older, full time.

One wonders whether Mrs. Haines could not have pursued a similar program, with the same profit to herself and to her children, if her husband had not died. In the face of overwhelming loneliness, she said, "I feel I must invest in myself now, as well as in my children." Why couldn't a woman in a similar position, but with her husband alive, also consider investing in herself?

The experience of Mrs. Haines illuminates the degree to which most women live through their husbands and their children. It also raises very grave questions about the sacred doctrine that a mother should be available to her children at all times. What happens to a child who has only one brother or sister and a mother who concentrates on them and them alone? What kind of personality, what kind of attitudes does a child develop when his mother is much more intensely concerned about the way he learns to hang up his coat and put his galoshes away than about whether the United Nations stands or falls?

The question is this: By putting children first at all times, by making ourselves the always available doormats from babyhood through the teens, are we really helping



By making ourselves always available to them

them to grow up in the best possible way? If not, what can we do about it?

First, let's find some other way of looking at this problem than to give young women the choice only of being dull housewives or aggressive careerists. Another thing we should do is to stop groping for a simple sovereign medicine to cure all our troubles. This means that we must find different answers for different kinds of women.

It is probable that only a small minority of women can carry full-time regular jobs or professions throughout all the years of their motherhood and still maintain a good relationship with their husbands and children. That is one pattern, and for some it is the most satisfying. Another pattern is one that might be called the modern equivalent of the old-fashioned housewife. As Lynn White says in his *Educating Our Daughters*, "If the housewife no longer pumps water from the well, she must be sure that the city water supply is pure. She no longer wrings the necks of barnyard hens for dinner, but an honest meat inspection in the interests of public health affects the health of her family. Her children learn their letters at school rather than at her knee, but in return she must work in the P.T.A."

We object to setting this pattern up as the only ideal. We would like to see developed a climate of opinion in which a woman is considered a good mother if her outside activities are all in the service of the community but an equally good mother if her chief interest outside her family is working on modern dance, real estate, scientific research, journalism, architecture, or politics.

In addition young women should be given some perspective on the years ahead, the years not so far away when their children will be half-grown and they themselves will be middle-aged. The drastic change in their lives may come as a shock, as a challenge they will be unable to meet. While they should not be deflected from thoroughly enjoying motherhood and homemaking, they should be helped to see that we make our choices in one period of our lives and that the regrets, if any, come later.

The Empty Nest

"It seems like yesterday that they were playing in and about the house all day, calling 'Mother!' And now they're all grown up!"

Whether they say it to a friend or silently to themselves, mothers have been having thoughts like these for a long, long time. The early years, with their physical and emotional demands, sometimes drag out; after that the years seem to fly. Quite suddenly the mother who has been so rushed and overwhelmed finds herself unemployed. Her fledglings are flown, and her nest is empty.

When fifty or sixty was considered a ripe old age for women, when they continued to have children until they

were forty or more, the space for reminiscence was short. Today a great many women are finding themselves at forty-three or forty-eight looking and feeling remarkably young, with a Jimmy in college, a Babs in a home of her own, and nothing much to do.

Nowadays, with the striking improvement in health and life expectancy, by the time a mother is fifty she is likely to have an enormous amount of free time to look forward to. It would seem logical to look ahead a little, while the children are still young, and consider how this extra time bonus is going to be spent. We know (and admire) a certain young woman of about thirty-five who, though terribly busy with her four children, is keeping up to date with her former field of work, planning to start a part-time job in a year or two. Neither her husband nor her friends can understand it. She seems such a nice, normal girl, not the career woman type at all.

What her husband and friends don't know is that, in spite of her femininity, Martha has had her eyes open a long time. She comes from a two-child family where her mother, after the two girls were grown, had no excuse for being. She shopped, fussed around the house, played bridge, but got no real satisfaction from her activities. Martha had thought, when she married and had four children, that would be the answer—to be a real mother with a real family and give your whole life to it. She still thinks so, but she thinks also of her mother-in-law, who had been one of the relatively few college graduates of her generation. For a few years after graduation she had done editorial work in a publishing house, where she met her brilliant and attractive husband. In due course her four children were born, and she was a wonderful mother. Yet Mrs. Long is now a pathetic figure. Her children live in other cities, so she has few of the traditional joys of being



and her nest is empty

a grandmother. Even when she visits them she understands little of the things that interest her children. She understands little of what interests and concerns her husband. During the years when the children were growing up the two had discussed only family matters.

Although it's hard for Martha to say to her husband "I don't want to be like your mother or like mine," both these mothers have made her determined to be a person in her own right.

To ask exactly *how* women can gain satisfaction and a feeling of purpose in their lives is a large question. You might as well ask "What is life for?" But in spite of the enormous variations among individual human beings, one thing shines through as a pretty universal truth: the need to have some responsibility or activity of one's own, to identify with something larger than oneself.

Some women find outlets through reading, playing a musical instrument, gardening, or some other stimulating or creative activity. Some enjoy working with others; some honestly prefer to remain alone. Whether a woman calls her activity a hobby or "work" doesn't matter. Really well-spent leisure has as much value as work. But perpetual idleness, the passing of time with not even a daydream to show for it, satisfies very few healthy men or women.

Since the end of the war the number of middle-aged and older women has become so large that their special problems have received much publicity. All over the country much thought is being given to the question of reeducating women of forty to fifty. But, alas, by that time it is usually too late. After a woman has had twenty years or so of doing things her own way it is hard to reeducate her. You cannot wrap up skill and information techniques and ways of thinking, put them on ice for twenty years, and then expect them to be as good as new.

On the other hand we have seen women give up a definite profession (in one case law, in another child guidance) and go back to it *better than ever* after a lapse of fifteen years. In fact one of the things learned during World War II was that a totally new experience, a whole new way of life, can give one perspective and a sense of proportion. Many men came back to their civilian work with increased maturity and insight.



And women can learn something from this if, when they immerse themselves in their children, they do so with the assurance that they will eventually emerge. Naturally they don't devote themselves to their children for the purpose of developing themselves as better teachers, writers, or community leaders, but a good family life can increase a woman's understanding and insight.

Now such a life pattern—establishing oneself in a definite profession or field, taking out ten or fifteen years to raise a family, and then going back to the earlier work—is not likely to become usual for professional women. Most of them would not want to be out of the swim for so long, and some will take out five years or so, working back gradually as the home circumstances permit.

Another pattern, which might apply to many more women, is not to think in terms of a profession but to participate in community affairs in a serious way. Volunteer work in a variety of community projects is the kind that a woman can most easily undertake when she has no previous preparation or plan. In most communities women have made really worth-while contributions to improving the hospitals, the schools, intergroup relations, and the civic government itself. If we add up the work of only two such organizations—the parent-teacher association and the League of Women Voters—we get some idea of the scope of women's volunteer activities.

A common pitfall for volunteer workers is the dissipation of their energy. A woman who drifts casually into community work, taking on a number of assignments for various causes, often begins to be disturbed by the hodge-podge nature of her activities. It is for her to husband her resources of time and energy and to spend them wisely—to decide where they will do the most good, both for the community and for her own sense of achievement. The answer may be to devote all or most of her time to one organization, so that over a period of years her work can develop into something more important or more responsible. Or it may be more constructive and satisfying to do one special kind of work for different organizations.

Yet in trying to outline a suitable program for the young or middle-aged woman, we would like to insist that she be encouraged to find fulfillment elsewhere if volunteer community work is not for her. Working as an interior decorator, photographer, designer, technician, secretary, or saleswoman is equally legitimate.

Guideposts for the Lost Women

In making big decisions at any stage, we should bear in mind that there are distinctly different times in a woman's life and that dramatic changes are in store for her. Planning in terms of the future need not mean living in the future at the expense of the present. It means making decisions with an awareness of probable changes.

If at some point along the road a woman comes to terms with the issues affecting her life she will not have to grapple with them every time her personal arrangements become difficult. If, for example, she has decided that she will register with the board of education as a substitute teacher or give three mornings a week to a civic organization or spend two afternoons a week painting, she should not have to make that decision several times a month. On making it, she should then make suitable arrangements for her children.

If a child feels that he has plenty of his mother's attention and interest when she is with him and plenty of his mother's love at all times, he will accept her obligations in a matter-of-fact way. Children love their fathers and yet accept the fact that they go to work almost every day. A child will feel no more abandoned when his mother says, "This is Tuesday, my day for the committee" than he feels when she says, "This is Friday, I have to do the marketing."

The baby or the two-year-old may be sorry to see his mother go, but he need not feel resentful. As he grows older, he will be able to accept her other responsibilities just as babies in ten-child families accept their mothers' responsibilities. And, in the same spirit, he can accept the mother-substitute.

If parents have first-rate baby sitters, they go out to dinner, they go to the theater—even when Tony has a cold, even when Jane cries at their departure. They know that Jane will be all right as soon as her parents are out of sight. They hope Tony will be all right too, but, in any case, they will keep in touch with the sitter by telephone. They know that they have social obligations to their friends and to themselves and that their children must learn to respect these obligations. Similarly, in taking on outside obligations most mothers should probably start in a gradual way. Then, once the decision is made, they should feel that it is right.

A decision need not, however, be made for all time. It must be given a fair trial, but if it turns out to have been unwise, other ways may be found. Even when things go well, most women will find that all kinds of rearrangements will be necessary as the years go by. Each year of a woman's life is a little different from every preceding

year, so that she will have to make new decisions, new programs for herself as the children grow older.

When you, a mother, take on some outside activity, the major question to ask is whether the project is worth what it involves for the family. Naturally you hate to see your efforts wasted, but in matters of this sort there is a very real question as to whether any activity which brings satisfaction is really wasted. You never know how this or that experience will work into something unexpected. And in other ways, too, any work well done, any pleasure or wisdom gleaned from human relationships will enrich you as a person.

A further point on making decisions: If you choose one thing it means that you will have to give up another. Many women know that they want to add something to their lives, but they are not necessarily ready to subtract anything. A woman would like to do something worth while, but she is not ready to give up her weekly bridge club or her book club. There is one rule upon which all women can depend: You can't do everything.

Many sensitive young women have refused to hire help and taken pride in doing all the household work themselves. Some do this because it brings a real satisfaction, but others are influenced by the fact that no one else in the neighborhood has such help, and they don't want to be conspicuous. But consider, for a moment, only the highest motive of these young women, the democratic attitude which says that all people are equal and that therefore all of us can do the same work. Suppose a businessman should say, "I have no secretary any more. I'm doing my own work. More democratic, you know." We would call it inefficient. We would judge his democracy from the way in which he ran his business and not from his trying to do everything himself.

There is more than one way to lead the good life. And there is more than one way to be a good mother too!

How Some Succeeded

Getting out of the groove dug for us by tradition is admittedly difficult. Yet in every generation a number of women have done so. Let us look at what a few of them have done, at how and why they have done it.

Mrs. Aldrich, a young woman from the Middle West, came to San Francisco with her new husband, who was starting a job there. She worked as a secretary. Several years later Mr. Aldrich got a better job in another city. They moved to a nearby suburb, where they had three children quite close together. During that period Mrs. Aldrich had neither the time nor the inclination to get another secretarial job. As soon as she came up for air, however, she organized a cooperative nursery school.

As Mrs. Aldrich was a very capable young woman, she organized not only the nursery school but also a kind of "pool" in which the parents took turns caring for each other's children. It was arranged so that each couple in the pool could have occasional afternoons and week ends off. At first this was done just to save money on baby-sitters, since none of them felt they could spend money on sitters for afternoons as well as evenings. The week ends developed later.

This pool involved a lot of fairly complicated book-keeping, which Mrs. Aldrich took over. All the mothers enjoyed the occasional week ends free of their children and came back fresher and more appreciative of them. They also enjoyed the opportunity to have good, peaceful times along with their husbands, times that were "the way it used to be."

The children did not think of these arrangements as a way of giving Mother and Daddy rest and quiet. They were "visits," which came rarely enough so that they con-

tinued to be treats. The parents, though they had originated the scheme for their own benefit, found that it was good in other unexpected ways. It helped the children to become more adaptable, to find out that there are many ways of fixing potatoes and washing dishes.

The nursery school Mrs. Aldrich founded was soon outgrown by the original crop of children. It was quickly taken over by a new set of mothers, and more than a dozen nursery schools grew up in neighboring communities—all of them modeled after this one! Mrs. Aldrich has kept alive those aptitudes and abilities with which she was originally endowed and which she developed as a secretary. Now that she is a little freer, she has taken a half-time paid job as executive secretary of an educational organization.

Mrs. Berger is a graduate of a school of journalism. For a few years before and after marriage she worked on a literary magazine. After she had a baby she devoted herself entirely to her home life. When her little girl, Barbara, was stricken at the age of five with polio Mrs. Berger devoted more time than ever to her. The child did not recover completely. When she had to stay home from school, Mrs. Berger read to her and helped her with her schoolwork.

During Barbara's school years Mrs. Berger had only one outside activity. She had always been interested in books, so she joined a group of women who worked together on a volunteer basis evaluating books for boys and girls. Mrs. Berger could read the books at home, and she attended committee meetings once a week.

She continued with this work for some years. It was in no sense a profession or a job. Nevertheless, she always did her work in a thoughtful and efficient way. From time to time she was asked to review children's books for newspapers. And then one day she was asked to compile an anthology of children's stories. This proved quite successful, and she was asked to work on other anthologies. Of course she was paid for these projects.

Barbara is now seventeen and will be going to college next year. Her mother has just taken on two part-time jobs. Both are in the field of children's books, a field in which slowly, unspectacularly, without ambition, but with good responsible work she has made herself an authority.

Mrs. Daniels is a graduate of the Yale School of Nursing. She worked at her profession for a few years but after marriage gave it up entirely. She had four children and, needless to say, was a very busy person. During World War II she was called back into service by the hospital of a neighboring city.

At this time her youngest child was six years old. The twins were ten, and Elaine, the oldest, thirteen. After-school arrangements were made for the twins to report to a neighbor and tell her whether they were going to play in the school yard, work in the shop, or go to someone's house. The neighbor of course had veto power, in case they announced they were going too far afield. Billy, the youngest, was in school only during the morning, and this same neighbor cared for him afternoons. This was a businesslike arrangement, which Mrs. Daniels paid for.

After the war Mrs. Daniels was dismissed by the hospital, and then for nearly a year she was delighted to spend all her time at home. At the end of that time, having had a taste of the work for which she was trained and at which she was extremely competent, she thought she would like to work again, half time. The hospital that had needed her so badly only a year before would not take a married woman with children. Another hospital would take her, but only full time. Her daughter was away at college now. Mrs. Daniels herself was forty-four. The boys were in school until three or four each day.

After a great deal of searching she found a private hospital which would take her on half time. This hospital soon found it was getting a bargain. For the four hours that Mrs. Daniels was on duty, from 10 A.M. till 2 P.M., she was fresh and strong, working away with none of that fagged-out feeling many people get after a long stretch. Such part-time arrangements take creative administration, but they have usually turned out to be advantageous to the organization as well as to the worker.

Mrs. Frank wanted to do writing and editing, but after college she was eligible only for a secretarial job. She was secretary to a newspaper editor until she married a teacher five years later. After her marriage she stayed home and had two children. When the older child reached nursery school age she helped to organize a cooperative nursery school. After the children started public school she did volunteer work for the P.T.A. and Red Cross.

With the children a little older, she took a part-time job with an educational organization. She had to give up the Red Cross, but she did continue to be active in the P.T.A. A good share of her salary went to a part-time household helper. Much of her job was routine, but she was working with an interesting group of people on useful projects. As the years went by, the work developed into an editorial job involving writing and, of course, gradual increases in salary. By the time the children were in high school and college it had grown into a really superior job.

We could multiply these stories many times over. The women described here were not aiming at fame or wealth. They simply wanted to live a life that was a little fuller than the life prescribed for the housewife of their day.

The Talented Woman

There are all sorts of ways in which women may be talented. We are, however, limiting our discussion to those whose gifts lie in a more or less artistic field and, of that group, only those who are not established in the field. The woman who wants to paint or write is not a person who just vaguely wants to "do something." Rather she is one who has something she does well and yet, if she is also a mother, has to decide whether or not to arrange her family's life so she can do it. Her predicament is well illustrated by that of *Mrs. Clark*, a hopeful painter.

Marianne Clark spent a week in New Orleans when her husband had to go there on business. The Clarks took their three-year-old daughter along and were lucky enough to find a reliable young woman to take care of the little girl afternoons and evenings. Each afternoon Marianne wandered around New Orleans drinking in the sights—sometimes with the eyes of an artist, sometimes with the eyes of an eager young tourist. Every evening she met her husband for dinner and entertainment.

When they returned home all their friends were enthusiastic. How lucky Marianne was to have found that nice young woman for their little girl! But when Mrs. Clark tried a similar arrangement at home, on a much smaller scale and for a serious purpose, they were critical.

Marianne had tried painting with one hand while minding the baby with the other, and it hadn't worked. After her trip she got the idea of finding a good babysitter for two and a half hours a day, so that she could paint uninterruptedly. Through the university she found an ideal young woman, and all went well at home. It was all right with her daughter and with her husband. But Marianne's friends couldn't help saying she was a little odd to "prefer" painting to being with her little girl.

It is a great pity that unless a woman makes a flashing, splashing success, her work is not treated with respect. After she does make a splash, however, it is held in a

kind of reverence out of all proportion to its worth. A woman in a small town spoke admiringly of a TV performer. "She's terribly amusing and a wonderful mother, too. Why, this morning she had her little girl on the program." But in the same conversation a few minutes later the woman criticized a neighbor who had two children and yet spent two hours every morning working on a book. "Queer, isn't she? Hardly a mother at all."

To be sure, if she is so queer that she does neglect her children, that is another matter. But for every such mother there are dozens of fine ones who submerge their own capacities. It is not only that they are unable to buck convention; the conventional attitude makes the conscientious mother, who wants to do the right thing, mistrust herself. Since her friends seem to recognize only one way to be a good mother, she will take that way.

Education for Uncertainty

Wherever the problem of modern women crops up someone is sure to say, "Let's go back to the good old ways! To the good old days when women were women!" It would seem to be apparent to anyone that women in college need some training for the family life most of them will be leading for the next ten to twenty years. It hardly follows, however, that universities should exclude women from history, literature, physics, philosophy, and other subjects on the ground that these will be of no earthly use to them and will give them distorted ideas about their future roles. Women will continue to have minds as well as kitchens.

The whole question of education needs an overhauling, for men as well as women. Most of the confusion seems to come from two basic assumptions: that the schooling we developed for prospective scholars and gentlemen is the best kind of schooling and that equality of opportunity requires identical schooling for everybody.

These two assumptions can no longer guide our education because, first, no two individuals are precisely alike, and women particularly have different needs from those of men. Our wonderful mass-production methods cannot serve our educational ends adequately. And, second, in our dynamic kind of world education has to prepare both men and women for constant changes. The uncertainties have multiplied for all of us. It is more true than ever that no man knows what the day may bring forth.

We all agree that the goal of education should be for continuous adjustment, for readiness to meet changes of all kinds. This is especially important in a democracy, which at best stresses the regard for the individual as a unique personality. It is doubly important for women's education now that we have accepted the social, economic, and spiritual equality of the female of the species.

Girls need to be educated and trained somewhat differently from boys. But the different need applies not so much to skills and knowledge as to the orientation of women toward realistic expectations for their future lives. Parents and educators must frankly face the fact that nearly all girls will eventually marry and that most of them will have children. Of course we don't want to restrict the education of most girls to the household arts—or even to limit the rare ones who shine out at eighteen as future scholars or artists or professional women to the "higher" studies. But neither are we satisfied with the compromise that a girl live the usual academic life for four years and take in addition one or two courses in nutrition and child care.

What, then, do we propose? These few simple things:

- i. Homemaking techniques, including child care, should be part of what every young girl learns but not *all* that

she learns. We should expect that every girl will develop other skills and interests and talents and that she will, when marriage and motherhood come early in her life, develop them increasingly as time goes by.

2. Certain homemaking techniques should also be familiar to young men. This proposal is based on the actual fact that in most family setups today husbands help with household and children.

3. Home is obviously a natural place in which to learn the basic household skills. Today, however, many factors make it desirable for girls to learn some of the household skills in outside situations with no emotional overtones. Instead of having college cut them off from all home life, here is an ideal opportunity for them to work with adults other than their parents in family situations.

Experiments in "family-style" living have been tried with success both in small colleges and large universities. Groups of girls (and in some cases groups of young men) live in cooperative houses, where they clean house, plan meals, market, and cook under the supervision of an adult.

In college communities it is quite common for a girl to earn part of her way by living with a family and helping out with the children. It is good for these young women to get some "practice living" along with their practice teaching. But it would be even better if, without belittling the financial gains, the other gains were also stressed. Then parents might recommend such a setup for their daughters, realizing that it wouldn't be all fun but that it would be well worth experiencing for a year.

Girls who expect to marry young and wish to spend more time on homemaking apprenticeship need not be short-changed on their liberal education. Child psychology may become all the more enlightening if related to the students' living experience. Even courses in sociology and anthropology might carry practical implications without being diluted in their educational value.

We would hesitate to suggest that medieval literature, physics, or philosophy be struck from the general curriculum and reserved for the rare scholar or specialist. True, the housewife, as such, has no use for these subjects, nor has the businessman as a businessman. These things are studied to enrich one's personal life. Today, as in the past, higher education generally means something other than training for a trade or profession. If one's leisure time is made richer, more varied, and more pleasurable because of his education, that education can be considered most worth while.

Mothers of young children may say sarcastically, "What leisure?" But after the most turbulent years they will have more leisure, whether or not they spend it well. And the educated woman is the one potentially most capable of using her time productively. She is, moreover, the one who is expected later in her life to be a community leader. The very people who now urge that education for women concentrate on meal-planning and textile-choosing say, in the next breath, that after a woman's family is grown, she must take an active part in improving her community.

Perhaps all these activities are thought of as nice, wholesome outlets for the little woman, doing no harm and perhaps a little good. If that is all they are, a woman needs only a pleasant manner and a becoming hat. But if they are considered essential, then it matters a great deal what the women themselves are like, whether or not they are capable of organizing material, of considering problems rationally. While no college course can actually "teach you how to think," a sound education in mathematics, philosophy, and science does give one experience in reasoning from cause to effect, in weighing evidence, and in forming sound conclusions. A knowledge of history, of other countries, of government is preferable to ignor-

ance wherever a woman is expected to function intelligently in her community. And acquaintance with such subjects as literature, music, and art is essential to her as a person.

We hope that in time people will get away entirely from the notion that one's education is ever finished.



*people can continue
to learn to an
advanced age*

Studies in adult education have already shown that people can continue to learn to an advanced age. More exciting than this is the fact that a mature person, who has lived and worked and experienced far more than a college-age person, often brings more to his studies and therefore gets more from them.

New Vistas

In small and large communities women are actively trying to solve their common problems by getting together, and some of the changes promise good by-products in the future. We should like to do some exploring and forecasting about these trends, examine them in relation to the main sources of problems of women today.

Women in large cities and small towns as well as in rural areas say that being alone so much is what they find hardest to bear. Why don't they get together more often? For one thing, most women want the companionship of other adults under circumstances which permit a real exchange of ideas. And exchange of ideas is difficult in the presence of small children.

What we generally fail to perceive is that today the family as a whole suffers from a kind of isolation. Each member needs group experiences. As a family they need ways of belonging, ways of participating which came about naturally in the past through intimate, unchanging communities.

Though it is no longer possible for each home to have a garden in the back yard, a carpenter shop in the cellar, or a music room, neighborhood centers can supply these—and dramatics, crafts, dancing, and discussions as well. Establishing such centers will depend on local initiative and on the imagination and ingenuity of interested men and women. These centers should furnish a variety of recreational facilities for older people, children, and young people. They will probably include nursery schools. They might also have a sewing room for mothers of nursery school children, even a restaurant.

Throughout the country one now sees indications of possible new ways of living in the attempts of scattered families to solve their own problems. There is the growing custom of several families' celebrating Thanksgiving and Christmas together. While these holidays are essentially family times, a joint celebration with good friends enhances the child's feeling of belonging.

Another thing many mothers have discovered is that three- and four-year-old children need playmates the same age. Here and there an enterprising mother has organized ten or a dozen other young women to cooperate in running a play group. In this way they not only supply the opportunity for their children to play with other youngsters, but by sharing the supervision, each mother obtains some welcome relief for a few hours or one day a week.

In one California housing development the mothers have installed a public information center in the laundry near the automatic machines and maintain a bulletin board for all items of interest to the residents. They also staff and run a circulating library.

In rural areas it has been possible to use the school as a community center, not only for adult discussion groups but also for preserving food, folk dancing, and music or art activities. The parents of some forty or fifty farm families in a New England community established a cultural center with many Old World traditions: music, visiting lecturers, a library, dramatics. They have various clubs and events in which children and adults take part.

A close second to isolation is the feeling that the machinery of living takes up so much time that there's none left in which to live. While labor-saving devices have raised our standard of living, they have not necessarily increased the leisure of the young housewife. But she might, for example, consider sending sheets and shirts to the laundry and using the washing machine for pieces that need no ironing.

A general change in attitude and approach would also ease some of the mechanical difficulties of cooking. Though most women (any many men) like to cook, there are some who don't. And even where cooking becomes an art, we need not assume that preparing every meal every day is a source of satisfaction to a wife and mother. For many families it would be a great boon to have well-cooked (and reasonably priced) food available through some convenient distribution system.

On the other hand, it seems sensible for women who are exceptionally skillful at cooking and who enjoy doing it to make the fruits of their talents more widely available. Precooked food to take home, prepared under the direction of such women, would not taste "mass-produced." Or they could do the food purchasing for many homes. They could order supplies for the families in a housing project or apartment building at a great saving of time and money.

MERCHANTS HAVE MADE EVERY EFFORT TO MAKE SHOPPING COMFORTABLE AND TIME-SAVING. YET THE TASK OF BUYING AND CARRYING THE FOOD TO BE EATEN BY HER FAMILY PLACES A DISPROPORTIONATE BURDEN ON THE HOUSEKEEPER WHO DOES ALL HER OWN WORK. IT DOES NOT SEEM LIKE DAYDREAMING TO EXPECT A DISTRIBUTION OF DAILY SUPPLIES WHICH COULD BE BETTER RELATED TO THE MOTHER'S CONVENIENCE. WE HAVE ROUTINIZED THE DELIVERY OF NEWSPAPERS AND MILK AND, IN SOME AREAS, STAPLE GROCERIES, FRESH MEAT, AND FISH. WITH THE INCREASED STANDARDIZATION OF FROZEN, CANNED, AND PACKAGED FOOD, OUR EFFICIENT MACHINERY FOR TRANSPORTATION AND COMMUNICATION MIGHT BE TAPPED TO SAVE THE HOUSEKEEPER'S TIME.

Presumably the reason people don't like to spend all their time and energy on the mechanics of living is that there are other things they would prefer to do. What a woman does with her leisure time is almost as important as finding the right kind of work. As Irwin Edman, author and professor of philosophy, has said, "The test of civilization is, or should be, the quality of our leisure." This is ancient wisdom. Only when we are overworked can leisure mean idleness. Otherwise it should mean using our uniquely human creative capacities. If we belittle a woman's interest in music or art or literature as mere

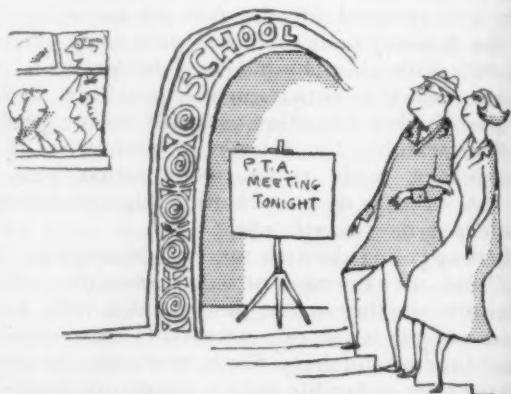
self-indulgence during the earlier years of her life, she cannot emerge at forty or fifty ready to take up where she left off twenty years before.

We hope we have made it perfectly clear that we look upon marriage ideally as a partnership in every possible sense—a complete sharing in a continuing, growing, dynamic relationship. This partnership makes no attempt to measure precisely each individual's rights or obligations, to weigh just how much each one takes or gives. A full partnership used to be common in large sections of the population, as represented by the family farm. In time that way of life was replaced by the pattern in which the father of the family earned all the money, which he apportioned at his discretion.

In parts of our population the husband is still the provider who allows the wife some of "his" money for running the establishment. This must be distasteful to women who were self-supporting before they were married. We hope more and more couples think of all their resources as "ours."

Another trend that will affect the attitude of husband and wife toward their common goals is the fact that more and more young people meet their marriage partners while they are working. Even if the couple do not continue to work together, chances are they know each other much better and have a greater store of shared experiences.

Sometimes they do continue to work together. The public has come to accept certain types of business or professional husband-wife teams. We can probably never have an accurate count of the married couples who are jointly operating all sorts of undertakings, from restaurants and gasoline stations to insurance agencies. What we are particularly interested in, however, are the husband-wife teams who are successful in the sense that their working lives enrich their personal lives.



Love rooted in a sharing of interests

LIFE IN THE TWENTIETH CENTURY MAY PRESENT MORE HAZARDS THAN LIFE IN THE PAST. PERHAPS NOT. BUT OF THIS WE ARE QUITE CERTAIN: OUR STANDARDS HAVE RISEN—OUR STANDARDS OF INDIVIDUAL HAPPINESS, OF CHILD-REARING, AND OF MARRIAGE. A LOVE ROOTED IN GENUINE COMRADESHIP, A SHARING OF INTERESTS AND PLEASURES, HAS A BETTER CHANCE OF GROWING TO FULL BLOOM THAN ONE GROWING OUT OF DUTY OR EVEN ALLURE. WITH A GOOD START LIKE THIS WE WOULD LIKE TO SEE MORE HUSBANDS AND WIVES DEVELOP THEIR COMRADESHIP AND THEIR SPIRIT OF SHARING, SO THAT THE LIFE OF THE COUPLE BECOMES FAR RICHER, MORE MEANINGFUL, AND MORE SATISFYING THAN THE LIFE OF EITHER COULD EVER BE ALONE.